

I. PROPOSAL COVER SHEET (Reference: Proposal No. V324067)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-RO789

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
PROPOSAL COVER SHEET

DATE OF SUBMISSION TO OFFICE OF
EDUCATION REVISED: March 22, 1972
November 30, 1972

1. TITLE OF PROPOSAL (Title should not exceed 100 typewritten characters)

Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers and Job Sites), Career and Parent Education

2. APPLICANT ORGANIZATION

Morehead State University

MAJOR SUBDIVISION

Appalachian Adult Education Center

STREET ADDRESS

UPO 1353, Morehead State University

COUNTY

Rowan

CONG.
DISTRICT
7th

CITY

Morehead

STATE

Kentucky

ZIP CODE

40351

TELEPHONE (Area code, number
extension)
606-784-9229

3. LOCATION WHERE PROJECT WILL BE CONDUCTED (if different from above) (Addressee, street, city, county, State, ZIP code, cong. district)

N/A (Appalachian region, portions of 13 states)

4A. PERSON DIRECTING PROGRAM (Name, title, address)

George W. Eyster Executive Director

UPO 1353 Morehead State University

Morehead, Kentucky 40351

4B. AREA CODE

40351

TELEPHONE NUMBER

606-784-9229

EXTENSION

4C. SOCIAL SECURITY NUMBER

5. INITIATED BY (If different from Project Director) (Name, title, address)

N/A

TELEPHONE

AREA CODE

NUMBER

EXTENSION

6. NAMES AND ADDRESSES OF OTHER KEY PERSONNEL (If any)

Morris L. Norfleet, Vice President, Bureau of Research and Development

UPO 706, Morehead State University

Morehead, Kentucky 40351

7. TYPE OF AGENCY

A. ☐ PUBLIC

B. ☐ PRIVATE NONPROFIT

C. ☒ STATE EDUCATIONAL AGENCY

D. ☐ LOCAL EDUCATIONAL AGENCY

E. ☐ EDUCATIONAL TELEVISION STA.

9A. TYPE OF PROPOSAL

1. ☐ NEW

2. ☒ CONTINUING

B. IF PROPOSAL IS A RENEWAL
OR A CONTINUATION,
GIVE PREVIOUS GRANT
NUMBERS

1. OEG-0-71-4410 (324)

2.

3.

4.

5.

10. SOURCE OF FUNDING

A. FEDERAL FUNDS REQUESTED

AMOUNT

1. P.L. 91-230

\$ 181.14 \$135.00

2. OTHER FEDERAL (Specify)
Bureau of Libraries
Right to Read

B. NON-FEDERAL CONTRI-
BUTIONS

1. GRANTEE

2. OTHER SOURCE(S)

C. TOTAL COST OF PROJECT \$ 181.14 \$135.00

8A. DURATION OF INSTITUTE OR TRAINING
PROGRAM

FROM (Mo., Day, Yr.) TO (Mo., Day, Yr.)

8B. NO. OF WEEKS

8C. NO. OF MOS.

11A. (1) IS THIS PROPOSAL DESIGNED PRIMARILY FOR A SPECIFIC TARGET AREA OR GROUP OF THE POPULATION? (A) ☒ YES

(2) IF APPLICABLE, INDICATE ESTIMATED NUMBER OF TARGET GROUP PARTICIPANTS 1,200

(B) ☐ NO

B. IF YES, CHECK THE BOX WHICH BEST DESCRIBES THE AREA OR GROUP TO BE SERVED

1. BY GRADE LEVEL

A. ☒ BEGINNING LEVEL (1-3)

B. ☒ INTERMEDIATE LEVEL (4-6)

C. ☒ ADVANCED LEVEL (7-8)

3. BY RACE OR ETHNIC GROUP

A. ☐ ORIENTAL

B. ☐ AMERICAN INDIAN

C. ☒ NEGRO

D. ☒ WHITE

E. ☐ OTHER (Specify)

F. PERSONS WITH SPANISH SURNAMES

1. ☐ CUBANS

2. ☐ MEXICAN-AMERICANS

3. ☐ PUERTO RICANS

4. ☐ OTHER (Specify)

2. BY AGE GROUP

A. ☒ 16-24

D. ☐ 65 AND OVER

B. ☒ 25-34

C. ☒ 35-64

4. BY LEVEL OF FAMILY INCOME

A. ☒ LESS THAN \$2,999 (Poor)

B. ☒ \$3,000 TO \$4,999 (Near poor)

C. ☐ \$5,000 AND ABOVE

5. BY AREA

A. (1) ☒ URBAN

(2) ☒ SUBURBAN

(3) ☒ RURAL

B. (1) ☒ APPALACHIA

(2) ☐ MODEL CITY NEIGHBORHOOD

11B. CONTINUED

6. BY SPECIAL NEEDS A. <input type="checkbox"/> PHYSICALLY AND/OR MENTALLY HANDICAPPED B. <input type="checkbox"/> SPECIAL LEARNING DISABILITIES (1) <input type="checkbox"/> BLIND (2) <input type="checkbox"/> DEAF (3) <input type="checkbox"/> SPEECH (4) <input type="checkbox"/> OTHER C. <input type="checkbox"/> REFUGEE AND/OR NATIONALS OF OTHER COUNTRIES D. <input type="checkbox"/> INMATES IN PRISONS AND OTHER CORRECTIONAL INSTITUTIONS E. <input type="checkbox"/> PATIENTS OR RESIDENTS IN VARIOUS INSTITUTIONS		F. <input checked="" type="checkbox"/> EDUCATIONALLY DISADVANTAGED G. <input checked="" type="checkbox"/> PERSONS WITH EMPLOYMENT PROBLEMS H. <input type="checkbox"/> MIGRANTS I. <input type="checkbox"/> OTHER (Specify)	
12A. NAME OF STATE BOARD OF EDUCATION OFFICIAL CONTACTED CONCERNING THIS APPLICATION Mr. Ted Cook B. TITLE OF POSITION Bureau of Vocational Education C. ADDRESS (Number, street, city, State, ZIP code) Department of Education, Frankfort, Kentucky 40601		13A. NAME OF INDIVIDUAL OR OFFICIAL TO WHOM COMMUNICATIONS CONCERNING THIS PROJECT SHOULD BE DIRECTED George W. Eyster B. TITLE OF POSITION Executive Director C. ADDRESS (Number, street, city, State, ZIP code) Morehead State University, Morehead, Kentucky 40351	
14A. NAME OF INDIVIDUAL OR OFFICIAL WHO SHALL BE RESPONSIBLE FOR THE RECEIPT AND DISBURSEMENT OF FEDERAL FUNDS Russell R. McClure B. TITLE OF POSITION Vice President, Fiscal Affairs C. ADDRESS (Number, street, city, State, ZIP code)		15A. NAME OF INDIVIDUAL OR OFFICIAL WHO SHALL HAVE ULTIMATE RESPONSIBILITY FOR THE ACCOUNTING FOR FEDERAL FUNDS Russell R. McClure B. TITLE OF POSITION Vice President, Fiscal Affairs C. ADDRESS (Number, street, city, State, ZIP code)	
16. TYPE OF ACCOUNTING SYSTEM USED A. <input type="checkbox"/> CASH B. <input checked="" type="checkbox"/> ACCRUAL C. <input type="checkbox"/> OBLIGATION			
17A. HAS THIS PROPOSAL BEEN SUBMITTED TO ANY OTHER AGENCY OR ORGANIZATION? (1) <input type="checkbox"/> YES (2) <input checked="" type="checkbox"/> NO			
B. NAME AND ADDRESS OF AGENCY OR ORGANIZATION			C. DATE OF SUBMISSION
18A. HAS THIS OR A SIMILAR PROPOSAL PREVIOUSLY BEEN SUBMITTED TO THE OFFICE OF EDUCATION? (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO		B. IF, YES, INDICATE TO WHOM	C. DATE OF SUBMISSION
19. COMMITMENT OF PROJECT DIRECTOR'S TIME FOR DURATION OF PROJECT			PERCENT OF TIME
A. TEACHING DUTIES			0%
B. ADMINISTRATIVE DUTIES			0%
C. TIME DEVOTED TO THIS PROJECT			100%
D. OTHER (Specify)			0%
E. TOTAL			100%
20A. <input type="checkbox"/> AN "ASSURANCE OF COMPLIANCE" WITH THE CIVIL RIGHTS ACT OF 1964 (HEW Form 441) WAS FILED WITH THE COMMISSIONER ON <u>January 12, 1965</u>			
DATE OF ACCEPTANCE LETTER		REGISTER NUMBER 27-0230	
E. <input type="checkbox"/> AN "ASSURANCE OF COMPLIANCE" IS ATTACHED TO THIS APPLICATION AND IS HEREBY MADE APPLICABLE TO THE PROGRAM FOR WHICH FEDERAL FINANCIAL ASSISTANCE IS REQUESTED IN THIS APPLICATION			
21. SIGNATURES (NOTE: If the application is submitted jointly by two or more agencies, approval by each is required)			
A. PROJECT DIRECTOR George W. Eyster		TITLE Executive Director, AAEC	DATE
B. OFFICIAL AUTHORIZED TO SUBMIT PROPOSAL Adron Doran		TITLE President, Morehead State University	DATE
C. OFFICIAL AUTHORIZED TO SUBMIT PROPOSAL		TITLE	DATE
22. CERTIFICATION OF AUTHORITY TO SUBMIT PROPOSAL			
CORPORATE SEAL		I HEREBY CERTIFY that the official(s) named in items 21b and 21c (if applicable) is/are authorized to submit the proposal in behalf of said agency by authority of its governing body, and is within the scope of its corporate powers. SIGNATURE _____ TITLE _____	
MAIL TO: Bureau of Adult, Vocational, and Technical Education U.S. Office of Education, DHEW Washington, D.C. 20202			

II. PROPOSAL ABSTRACT

REVISED

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-RO786

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230 PROPOSAL ABSTRACT

DATE PREPARED **Revised** March 22, 1972
OCTOBER 3, 1972

1. FULL TITLE OF PROJECT (Title should not exceed 100 typewritten characters)

Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers and Job Sites), Career and Parent Education

2. NAME OF APPLICANT

APPALACHIAN ADULT EDUCATION CENTER

ADDRESS (Number, street, city, county, State, ZIP code)

UPO 1353 Morehead State University
Morehead, Kentucky 40351

CONGRESSIONAL DISTRICT

7th.

3. NAME OF PROJECT DIRECTOR

George W. Eyster

4. DURATION OF PROJECT		5. NUMBER OF			6. TYPE OF TRAINING OFFERED
FROM		MONTHS	WEEKS	DAYS	
JULY 1, 1973					ABE and GED
TO	TO BE CONTINUED	12	—	—	7. NUMBER OF PARTICIPANTS
JUNE 30, 1974	June 30, 1975	(+12)			1,200

8. Provide a single spaced statement (not to exceed 250 words, and not to exceed remaining space on this page) summarizing the proposed project and its methodology, its special features, and the reasons why it is worthy of support.

The Appalachian Adult Education Center, Morehead State University, in the conduct of "Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers, and Job Sites), Career and Parent Education" proposes: To effect significant improvement in the efficiency and quality of adult education throughout the nation as a result of demonstration projects generated through interagency cooperation with special focus upon eastern Kentucky and portions of Appalachia; To test eight methods of GED preparation in rural and urban sites in combination with career education including parent education; To develop two rural and two urban family learning centers, i.e. community schools, with home study components; To continue technical assistance to local, state, and national adult education and interagency programs; ~~To develop a national consortium of institutions, agencies, and professional organizations concerned with the problems of geographic isolation and low national priorities of rural adult education.~~

designed and organized (F.Y. 73-74) for comparison (F.Y. 74-75)

~~Eight~~ ^{Nine} delivery systems for preparation of the high school equivalency examination will be ~~compared~~ ^{compared}, including: (1) an educational television (ETV) series alone; (2) ETV with home study support; (3) ETV with classroom support on a job site; (4) ETV with learning center support; (5) ETV with telephone support; (6) Learning center alone; (7) Traditional classroom alone; ~~and (8) Home study alone.~~ ^{and (9) ETV with Public Library.} Each delivery system will be assessed in terms of successful GED completion; speed of achievement toward a 10.5 functioning level, and in terms of the characteristics of participants who were successful and unsuccessful. All delivery systems except ETV Alone will include career education including parent education. (Developed and field tested in F.Y. 1973-74.)

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III. NARRATIVE DESCRIPTION

A. Evaluation Criteria

Introduction: The Policies and Procedures for the Preparation of Proposals and Operation of Projects under Title III, Section 309 of The Adult Education Act, Public Law 91-230 request that the narrative description explain how each of the evaluation criteria listed in the guidelines are to be fulfilled by this proposal:

Criterion 1: *whether and to what extent the project involves the use of innovative methods, systems, materials, or programs which may have national significance or be of special value in promoting effective programs to encourage and expand adult education;*

The Center is demonstrating new methods of introducing adult education beyond the traditional classroom. These include the use of paraprofessionals in home instruction, learning centers, whole family education through the community education concept, employer-based instruction, educational TV and the articulation of libraries and adult education. Findings will initially be fed back into state grant programs of the thirteen (13) state regions in which the AAEC assumes special responsibility, as well as their cooperating agencies and constituents. Through professional associations and national technical assistance work, the enlarged demonstration then is reflected in change in ABE for all minority groups throughout the nation.

Criterion 2: *whether and to what extent the project is to be carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies;*

The AAEC has, since its inception, worked at the Federal, State, and local levels developing leadership structure and support of experimental demonstration programs. The Center has the backing of Ted Cook, the state director of adult education, in its home state of Kentucky. The AAEC objective of marshalling human, agency, and institutional resources in achieving multiple funding is evident by requests for assistance and support received from many other agencies, institutions, and professional organizations with differentiated educationally disadvantaged populations.

Criterion 3: *whether and to what extent the project has unusual promise in establishing or improving adult education;*

Through the efforts of the AAEC, many new adult basic education programs have been developed in the rural section of Appalachia. The previous AAEC successes, which show sharply improved adult education, have attracted the attention and interest of others seeking expertise and delivery systems in Appalachia. The recognition given the AAEC in 1972 by UNESCO in the form of honorable mention for the Mohammad Reza Pahlavi prize in the International Literacy Competition has increased the Center's visibility. This visibility aids both in program development and in dissemination.

Criterion 4:

whether and to what extent the project is related to and is carried out in conjunction with a teacher-training project in adult education;

The AAEC in Morehead, Kentucky, has influenced the University to establish a Department of Adult and Continuing Education which offers a Master's degree. At the conclusion of the current school semester over 413 students will have been involved in adult education University credit classes. A total of 1281 ABE teachers have been engaged in AAEC/KYSDE sponsored teacher training. Teacher trainers trained by the AAEC for eighteen states have trained an additional 5,000 local ABE teachers and administrators. In-service teacher training programs are, as in the past, to be a part of all AAEC project activities.

Criterion 5:

whether and to what extent the applicant proposes to make periodic, systematic, and objective reviews and evaluations in order to determine the status and progress of the project in terms of its overall objective;

The Center sets specific objectives and systematic documentation and data collection to provide continuing evaluation in all its activities. In addition to this rigorous development of objectives in each facet of the program, there are interim reports collected and evaluation sessions conducted with the central staff and the individual project staffs. Central staff members each are assigned specific projects to monitor.

Criterion 6:

whether and to what extent the project will result in the development of new materials and methods which may be of value in increasing the effectiveness of adult education programs.

The primary activity of the AAEC has been focused upon the development of new methods of adult education for the disadvantaged adult. Project findings are to be shared with the national adult education program.

Criterion 7:

whether and to what extent specific products and findings of the project (eg, project design, systems, materials, techniques, methods, research findings) show promise of being effectively and efficiently replicated in or incorporated into local and state adult basic education programs.

The Center activities have been built along the lines of the Cooperative Extension services model. The Center is the experimental unit; the local, state, and regional advisory boards are the contacts. Projects are the local application of good practice and experimental program development. The central staff are internationally known as experts in the field of the education of the disadvantaged adult and are especially knowledgeable regarding the Appalachian. The following table outlines the Center's success in encouraging replication of its specific products and findings.

Comparison of Use of AAEC Findings 1970-71

Evaluation	No. of State Decision-Makers Responding (Thirteen States)	Usable in Your Area (Awareness)	Plan to Use New Methods (Interest)	Are Now Using (Adoption)
May, 1970	29	152	129	217
June, 1971	32	439	214	314
Percent of Increase	10.34%	188.8%	65.9%	44.7%

B. Proposal Outline

I. Problem - People and Delivery Systems

The Appalachians are the primary focus of this adult education proposal. The Appalachian population reside in more than 400 counties in thirteen states stretching diagonally from New York in the north to Alabama, Georgia, and Mississippi in the south. (Reference: Map of Appalachia, page 6.) The inhabitants of Appalachia, isolated for centuries by the mountains, are one of the most destitute of the various undereducated populations.

Appalachia is a region apart both geographically and statistically. There is a general consensus in the contemporary writing that the Appalachian terrain, 90 percent of which is mountainous and often inaccessible, has helped nurture and preserve for almost 300 years a cultural isolation which renders its inhabitants' way of life somehow out-of-step with twentieth century America.

Only one-third of Appalachia's residents reside in metropolitan areas and for the most part these are not major urban areas. Of the adults in Appalachia 27 percent are black. The rest are mostly mountain white people whose ancestors settled the Appalachian chain before the Revolutionary War. Historically, the Scotch-Irish Appalachians were an education-valuing people; but as a result of their loyalty to the Union during the Civil War, their mountain schools were closed by the

Confederate sympathizers in power for several generations, creating a heritage of illiteracy for whites and blacks alike that has never been overcome.

Fifty-seven percent of Appalachian adults over twenty-five years of age had not finished high school in 1970. The region has a high functional illiteracy rate-- 39 percent had eight or less years of schooling in 1970 as compared to 27 percent nationally. In some counties in the region, the drop-out rate has reached seventy-one percent, which is double the national rate. The loss may total one million adults by 1980.



The Appalachian's individual distress is a national liability. On almost any available indicator of modernity, no section of Appalachia reaches the national norm in public services or personal achievement which compares with the rest of the United States--a whole system is disadvantaged whether the measure is education, health care, housing, or employment opportunities. It is difficult for Appalachian people, being handicapped educationally and isolated physically, socially, and psychologically, to adjust to a society becoming increasingly urbanized. Isolation from opportunity and from a knowledge of opportunity merges with a passive fatalistic acceptance of the current state of affairs.

Were the Appalachian people content with their present living conditions, perhaps the need to intervene would not be so urgent. Some Appalachian people, indeed, seem to be the "happy natives," content to forego material possessions and even necessary social services for the privilege of living close to the land in a close-knit family or kinship structure. But there is too much of alienation, murder, suicide, infant mortality, and short-life expectancy--people still die of starvation in Appalachia--and the many youth leaving for the cities lower the educational level of both their home areas and the cities of their destinations since they are the better educated of their area but less well educated than their city counterparts. The world outside of Appalachia impinges itself on the Appalachians through returning family members and the media, and comparisons are inevitable between what is in

Appalachia and what seems to be outside. The Appalachians cannot be ignored. Their cultural ethic of hard work, resourcefulness, and independence are qualities the nation needs. Their desperate living situation is a national disgrace.

Limited resources, human, technological and corporate, do exist to attack the educational, economic, and social deprivation in Appalachia. The problem is how to use those limited facilities in the most effective fashion. State departments of education providing education to disadvantaged adults in Appalachian and non-Appalachian counties have experienced particular difficulty in serving the Appalachians. Geographic distance increases the isolation shared by all undereducated peoples, urban or rural.

There is increasing evidence that within or without Appalachia adult basic education is being offered to differentiated poverty-level groups with different needs requiring different ABE delivery systems. What works for one group doesn't necessarily work for another. The Appalachian Adult Education Center has adopted the terminology of the stationary poor and the upwardly mobile poor in considering undereducated Appalachians. Although the two groups may exist in the same family, they require uniquely different delivery systems. As a generalization, services must go to the stationary poor, while the upwardly mobile poor (the motivated) will go to the services. Evidence from the fields of health care delivery, early childhood education, services to the aged poor, many other social services, and the

successes of the Cooperative Extension all contribute to this generalization.

An increasing area of concern in national adult education is adult secondary education. While those men with less than twelve years of schooling account for only thirty-five percent of employed men between the ages of 25 and 64, they account for sixty-three percent of those with less than \$3000 annual income.

For those adults who left school without high school completion, several avenues to completion exist:

1. Academic coursework with or without credits for work experience and through examination as determined by local regulations. This avenue stresses content and is somewhat time-consuming, although in many states that time is being shortened.
2. Entering technical and higher education institutions by-passing high school completion in those locations where one is allowed to do so.
3. Preparing to pass the GED or high school equivalency examination. This avenue is generally less time-consuming than academic coursework (depending upon the starting point of the adult student). The AAEC, HumRRO, and other researchers have demonstrated that the high level of critical reading and math skills needed to pass the GED (about 10.5) is also necessary for flexibility in the market place.

For most Appalachians not all of these avenues are open. Adult high schools are few in rural areas and accumulating Carnegie units through evening schools takes many years. Although area vocational-technical schools exist, many of their training programs have requirements of minimum levels of schooling which many Appalachian adults do not have. Consequently, the GED route to high school completion is extremely attractive to Appalachian adults who know about it.

Yet the academic skills development needed to pass the GED are not the only skills needed by a historically deprived people. Career education and parent education which influences the second generation are as important as high school completion in combating economic and social disadvantage.

Career education is seen by the AAEC in its broadest sense. Career education is here defined as: Preparation for continual change and upgrading in employment and other life skills. Under this definition of career education would come both academic skills upgrading
/family
and parent education.

The AAEC has encountered some general and some specific problems with current national thinking about career education:

- (a) Usually career education is treated as synonymous with vocational training, and worse yet successful "career education" is too often seen to be completed by any kind of employment --be it dead end or below poverty-level wages.
- (b) The life skills other than employment skills are all too often completely neglected. The adult is trained outside of his

family unit and approached only in his economic capacity.

- (c) Even entry-level employment is a problem in rural areas. In cases of rural industrialization, the local hard-core unemployed are by-passed and in-migrants employed. In cases of no rural industrialization, relocation or mobility skills are not taught to enable the unemployed to go where the jobs are when they wish to.
- (d) Nonacademic world-of-work skills are not dealt with openly in academic and vocational training. Yet the AAEC South Carolina study uncovered evidence that the main reason for not hiring when jobs are open is poor work record, not lack of skills or years of education.

One cannot consider ABE/GED or career education without recognizing the impact these experiences must have on the total family--more specifically on breaking the poverty cycle through changing child-rearing in early childhood and the school years. Specific attention in program development can reinforce the positive aspects of this impact.

The AAEC West Virginia study and a Brownsville, Texas, study have shown that involving parents in education raises the school achievement of their children. The AAEC Ohio study and many Head Start and Home Start studies have shown a higher degree of verbalization and a growth in school readiness among preschoolers whose parents were involved in parent education. Studies of drop-out prevention and the development of career aspirations in youth have shown that parent

education has provided effective intervention. Apparently the parent who studies serves as a model to his children--particularly to his preschool and elementary school age children.

Many possible delivery systems for career education (including ABE/GED and parent education) exist in parts of Appalachia such as:

- | | |
|----------------------------------|----------------------|
| (1) traditional classrooms | (8) Public Libraries |
| (2) learning centers | |
| (3) one-to-one tutorial programs | |
| (4) home study | |
| (5) community schools | |
| (6) television | |
| (7) telephone support | |

State grant programs are not in the position to assess the impact of these various delivery systems on differentiated undereducated groups of adults even in those states which offer more than traditional classroom instruction. A study for these states of delivery systems involving the application of technology in comparison with other delivery systems makes economic sense.

The AAEC has contact with or direction of all of these delivery systems through its experimental programs in the thirteen Appalachian states. The similarity of the topography, of the characteristics of the people, and the similarity of the problems across the multiple state region support the concept of a "regional" special project designed for adult education. Problem solving in Appalachia designed to foster the sharing of solutions to common Appalachian adult educa-

tion problems decreases the duplication of effort, time, and money by individual states in reaching those solutions.

Looming on the adult education horizon are mass media--particularly educational television. Television is an economical delivery system in terms of numbers of people who can be served simultaneously although it requires an initial large capital investment.

The AAEC believes, based on six years of experimentation, that television instruction for the stationary poor must be reinforced by personal support and printed materials. Some states have found, for example, that large numbers of viewers of such television instruction as TV High School enroll in ABE classes and learning centers to get help when they fall behind in the series. Most evaluations of television instruction to date have not taken a careful look at support systems nor at the usefulness of the instruction for different viewing groups. It is possible that TV instruction may act as a motivator or recruiter to ABE programs more than a provider of direct instruction for GED completion.

In addition to the growth of mass media as an educational delivery system, the community school development in the United States has experienced a remarkable upsurge in growth in the last decade. A COMMUNITY SCHOOL CENTER DEVELOPMENT ACT has been introduced in federal legislation by CONGRESSMAN DONALD RIEGLE as HR 11709 and by SENATORS FRANK CHURCH AND HARRISON A. WILLIAMS as S. 2689. However, of the 500+ school districts involved in community school program development, few can be identified as "rural" and none

can be identified as "mountain rural," attacking the related and unique problems of isolation and life style.

Adult education is a major component of the community school movement. Success of adult education programs abet the success of the total community education concept. In rural America and in Appalachia too few schools have exhibited the capability or leadership to provide minimum community education programs such as ABE. Part of the poverty of these communities is the poverty of the schools.

The extent to which rural people have been denied equality of educational opportunity is evident from both the products of the educational system and the resources that go into the system. Although property taxes may be lower in Appalachia, the percentage of per capita income devoted to education is higher than the average for the rest of the country. Unfortunately, equality of effort does not yield equality of expenditure. While Appalachia expends a higher percentage of its income on its pupils, Appalachian children still have almost \$200 less per year spent on their education than the average pupil in the country. The Appalachian school districts, moreover, do not have the discretionary income to supplement their State minimum foundation and are forced to spend great portions on transportation covering vast and sparsely populated service areas. Risk program capital is nonexistent.

The AAEC Community School Project in F.Y. '72 has mobilized the human and institutional resources of two communities in such a way that public school facilities and leadership are utilized to maximum

efficiency in serving the educational needs of the community so that senseless and costly duplication is avoided.

The traditional role of the public school - the smallest element in North American communities capable of serving the needs and interest of all the community - is expanded from that of a formal learning center for just the young operating six (6) hours a day, five (5) days a week, thirty-nine (39) weeks a year to a total community education center for the young and old operating virtually around-the-clock, around-the-year.

Schools make excellent community education centers because:

They are located to best serve local communities.

They have facilities adaptable to broad community uses.

They are owned and supported by the public.

They are non-political.

A Community School Coordinator has been trained and assigned to each of the two demonstration community schools. His job is to promote and coordinate the use of the school for adult education and re-training; after-hours educational, recreational and social enrichment activities for the young, the middle-aged and the aged; family education and counseling; civic affairs meetings; and, the involvement of the lay citizen, business and industry, and social service agencies in planning councils and problem solving.

The community school concept involves existing agencies in a system of cooperation and referral--a support system which deals

with the human needs that interfere with learning. In this way not only educational resources, but all community resources are mobilized to serve without wasted effort and money.

Morehead State University has constantly encouraged and supported the community school development: teams of University faculty have participated in several National Community Education Workshops; the University, cooperating with the Kentucky Department of Education, has sponsored a bus and transportation for three consecutive years for county superintendents and principals for a visitation to Flint, Michigan, a prototype community school program; the Kentucky Department of Education has sponsored tuition and books in an open invitation to Kentucky school administrators to participate in an accredited course in Community School Administration and Organization; and, the University has initiated a proposal request to the Mott Foundation requesting opportunities to become a Community Education Center under the auspices of the Foundation.

Appalachian Adult Education Center

The Appalachian Adult Education Center, headquartered on the campus of Morehead State University, Morehead, Kentucky, is perhaps the only research and demonstration center in the United States today with the study of ABE as its primary function. Almost all other ABE research and demonstration centers have as their primary functions either service programs or higher education. The AAEC has engaged in higher education and service in the past. A university graduate department of adult and continuing education and service has been generated which is now an

independent entity cooperating with the Center. An Adult Learning Center has been developed on the MSU campus and is now operating independently but in cooperation with the AAEC.

This freedom from other pressures allows the AAEC to be extremely productive as a demonstration and technical assistance center. Center achievements have been many and varied. Research findings and demonstrations from ~~thirty-eight~~ ^{thirty-eight} ~~twenty-seven~~ projects and teacher training from three national institutes are well documented and are reflected in improved adult education practices in local, regional, and national programs. As noted in the evaluative criteria, as a result of its activities, the AAEC was selected as the U.S. entry to the international competition for meritorious work in literacy in 1972 and was one of the ten programs cited for the Mohammad Reza Pahlavi Prize (Appendix D). Perhaps the Center's impact is the result of its attention to the urgency of the need for differentiation throughout the adult education effort.

Presently the AAEC has the flexible structure and federal, state, and local contacts which allow for experimentation in almost any area of education in which adults engage. At the regional and state levels, the AAEC has a close working relationship with the thirteen states with Appalachian counties which lie in DHEW Regions II, III, IV, and V. In addition the AAEC has trained ABE teachers from Region VI. At the national level, the AAEC has provided technical assistance in other parts of the United States, and directly to several federal departments in Washington, to other groups such as the National Reading Center and to national organizations such as AEA, NAPCAE, IRA, ALA, and the Na-

tional Community School Education Association. At the local level, while the AAEC is wedded to the need to improve rural adult education--particularly in the Appalachian region--it also has concern and projects in urban areas such as Birmingham, Alabama, and Columbia, South Carolina and has plans to work in Cincinnati and probably Memphis in F.Y. 1972-73. The AAEC serves black and white disadvantaged groups, especially in the southern part of Appalachia.

The AAEC works with two other offices within the Office of Education--The Bureau of Library and Learning Resources and the Right-to-Read Office. The AAEC is experimenting with the coordination of public ABE and public library services for the disadvantaged in four sites as follows:

	<u>1972-73</u>	<u>Proposed 1973-74</u>
Urban ABE-Library	Columbia, South Carolina	Memphis, Tennessee
Urban Library-ABE	Birmingham, Alabama	Cincinnati, Ohio
Rural ABE-Library	Floyd County, Kentucky	Northern Mississippi
Rural Library-ABE	Cabell, Wayne, Putnam Counties, West Virginia	Habersham County, Georgia

By combining funding through the Adult Education Branch and the Right-to-Read Office, the AAEC has developed two rural community schools which include community-based Right-to-Read centers offering learning center and home instruction in the context of general community education.

ADDENDUM

The AAEC has been encouraged by several cooperating agencies to propose an addendum to the original prospectus. The addendum has ~~two parts:~~

- (1) national technical assistance
- ~~(2) the development of a consortium of institutions and agencies concerned with rural adult education.~~

NATIONAL TECHNICAL ASSISTANCE

The technical assistance activities of the AAEC over the last few years have proven a most important dissemination resource--dissemination not only of AAEC findings, but of general findings related to the education of disadvantaged adults.

It has been the experience of the AAEC that local and state programs requesting aid have generally been able to fund that assistance.

~~CONSORTIUM OF INSTITUTIONS AND AGENCIES~~

~~AGENCIES CONCERNED WITH RURAL ADULT EDUCATION~~

The national adult education program has no clear picture of the rural problem. Data encompasses whole states, and it is hard to ferret out the rural dimensions --in contrast with urban adult education programs which generally have been able to lift out the data concerning their compact areas. Wherever adult education is offered, whether urban or rural, it serves differentiated clientele. But the problems of distance, low tax bases, teachers with minimal opportunity for upgrading, and a sparse job market for graduates afflict all rural adult

education regardless of the audiences. A further problem has been the lack of opportunity of staffs of special demonstration projects to trade between themselves and across other fields the information so vital to avoidance of unnecessary duplication and repetition of mistakes.

The AAEC has been urged to develop a communication structure--almost in the form of an invisible college--which will allow for a sharing of information and a mutual upgrading of institutions and agencies concerned with rural adult education. One of the goals of such a consortium would be the collation across the nation that would give Washington a clearer picture of the severity of the rural problem. A second goal would be the generation of recommendations based upon that data to local, state, and federal government. The ERIC center for Rural Education and Small Schools at New Mexico State University will be requested to be an associate directing agency with the AAEC.

The AAEC will cooperate with the NAPCAE Task Force, Rural Directors of Adult Education, Mr. J.I. Pennington, Chairman, to achieve the consortium objective.

2. OBJECTIVES

Major Objective:

To effect significant improvement in the efficiency and quality of adult education throughout the nation as a result of demonstration projects generated through inter-agency cooperation with special focus upon eastern Kentucky and portions of Appalachia.

Specific Objectives:

Based on past practice, the AAEC has designed a 309 (b) project with thirteen ~~ten~~ modules which focus upon four of the six priority areas outlined by BAVTE for Section 309 (b) F.Y. '73 & '74. The four priority areas are:

1. Models for Adult Secondary Education
2. Exemplary Programs for Educationally Disadvantaged Adults
3. Adult Education Programs for Educationally Disadvantaged Parents
4. Adult Career Education Models

All or some of the modules or experimental programs will include the areas of:

1. Comparative GED preparation programs
2. Parent and career education
3. Public community schools

Objective 1:

The AAEC proposes: To test methods of GED preparation in rural and urban sites in combination with career education including parent education.

Objective 2:

The AAEC proposes: To develop two rural and two urban family learning centers, i. e. community schools, with home study components which will offer:

1. All aspects of a family learning center including:
2. Basic academic skills (ABE/GED)
3. Parent Education
4. Career Education

Addendum

Objective 3:

The AAEC proposes: To continue technical assistance to local, state, and national adult education and interagency programs.

Objective 4:

~~The AAEC proposes: To develop a national consortium of institutions, agencies, and professional organizations concerned with the problems of geographic isolation and low national priorities of rural adult education.~~

3. PROCEDURES

a. General Design

Delivery Systems	Community School	Community-Based Right-To-Read Center	Tentative Site
<u>No GED Preparation</u>			
1. No Treatment			Kentucky
<u>GED Preparation</u>			
2. ETV Alone			Kentucky
<u>GED Preparation With Career Education And Parent Education</u>			
3. ETV with Home Study Support-Rural	X	X	Montgomery County, Kentucky
4. ETV with Home Study Support-Urban	X		Lexington, Kentucky
5. ETV with Classroom Support on a Job Site (possibly WIN)	X		Lexington, Kentucky
6. ETV with Learning Center Support			Louisville, Kentucky
7. ETV with Telephone Support			Rowan County, Kentucky
8. Learning Center Alone	X		Huntsville, Alabama
9. Traditional GED Preparation Class Alone			Booneville, Mississippi
10. Home Study Alone-Rural	X	X	Pike County, Ohio
11. Home Study Alone-Urban	X		Huntsville, Alabama
12. Library alone			Birmingham, Alabama
13. ETV with library support			Floyd County, Kentucky

b. Population and Sample

The following sections outline methodology and sample characteristics and size.

c. Data and Instrumentation

Criteria for Success, GED Preparation

Until further evidence is collected, the AAEC will make the assumption that a 10.5 functioning level ensures a GED pass. Success will be measured in terms of:

1. GED pass
2. Speed of gain toward the 10.5 level for those who do not pass the GED within the fiscal year.

Since not all adults have the same starting levels, learning rates, or time to devote to studies, it is assumed that not all the participants will be ready to try for the GED in one fiscal year.

The McGraw-Hill California Test of Adult Basic Education (TABE), will be used for pre and posttests to measure ^{tests in FY 73-74} ^{in 74-75} ^{beginning levels} ~~gain~~ in the treatment groups-- and to measure the functioning level of the groups taking the GED with no preparation to ascertain the comparability of the control group to the treatment groups. The TABE will be used because of past validation by AAEC projects and because of the North American Rockwell experience in their MDTA Basic Education study which found the TABE was more discriminating than other standardized tests considered. Since this is a two-year project, there will be reasonable time for measurement of achievement gains. The dates of pre and posttests will be kept and the participants will be requested to log hours of instruction in FY 74-75.

Differentiated Groups

For a comparison of the effectiveness of different delivery systems in terms of GED completion and/or for different speed of achievement for different groups, a demographic profile will be gathered for each participant and the members of the no treatment group.

two-year

The proposed AAEC study will measure educational impact of various delivery systems on differentiated groups with different demographic and skill characteristics:

1. rural-urban
2. white-black
3. stationary poor-upwardly mobile poor (see 25 b for working definition)
4. young-old
5. male-female
6. employed-unemployed
7. less than ninth grade reading level-more than ninth grade reading level

Career Education

eleven (11)

From each of the ~~nine (9)~~ modules which will include career education, three (3) case studies will be collected assessing growth on some area of the AAEC coping skills inventory. (Appendix, F .) Subjects for the case studies will be selected at random in each treatment group.

Assessment of the employment status in terms of where the individual was, is, and plans to go will be a part of each case study.

To serve all of the differentiated groups requires different kinds of adult education.

The AAEC believes it has identified a useful method which helps in recognizing these differences, defining four divisions among the 54 million potential adult students, looking at human need, means of delivery of adult education, length of time in the program, and therefore costliness per adult learner. These groups cut across ethnic lines.

The first group has been quite well served by the Adult Education Act. They are those with less than a high school education who are economically and personally secure but want the closure of a high school diploma and beyond. They have demanded satisfaction of their educational needs and a rather large portion of the national program has altered to meet those demands. These adult students are easy to recruit through the media and probably could be taught through TV and radio, can be taught in classes, and show rapid achievement, but they are the lowest on an index of need in the AAEC's view.

Group two are those who have felt some pain from undereducation either economically or personally such as underemployment or being unable to help their children. They are our star performers--they make our programs look good. They are quite easy to recruit, show rapid achievement, and dramatic changes in employment. But on a need index, they are the second lowest group.

The third group has only been employed sporadically, and is severely underprivileged, but they still believe there is some return on education. The AAEC Georgia and Alabama projects have shown that they can be recruited only on a one-to-one, door-to-door basis and must be taught through individually prescribed instruction because they have so far to go to mastery or high school completion that they must see some speed in progress or they will drop out of the program in discouragement. Adult learning centers rather than classrooms seem necessary for this group.

The AAEC refers to the fourth group as the stationary poor rather than the hard-core. The people in this group are completely fatalistic. They do not believe that any efforts on their part will make a difference. This group is generally unemployed and cannot be employed. They simply struggle to exist. Services must be taken to this group whether the services are in health, education, food, care of the aged, early childhood, or any other area. Visiting para-professional teachers from the community with adequate professional back-up seem to work well in extending education to this group of adult learners. It has been the AAEC's observation that for some reason upwardly mobile poor and stationary poor can exist in the same family.

Parent Education

Parent education will be assessed in terms of their children. A random sample of five preschoolers from each group will receive a pre and post school readiness test.

1973-74 1974-75

The school records will be compared for ~~1972-73~~, and ~~1973-74~~, for a random sample of three (3) elementary and three (3) secondary school children of parents in each treatment group.

Treatment Groups

1. No Treatment

As large a sample as is possible (a minimum of 40) of those persons applying to take the GED in Kentucky who have not engaged in any form of GED preparation will be tested with the TABE and a demographic profile. A modest fee will be paid to the examiners in the testing centers and to the examiners who agree to the additional testing. This group will act as the control group. In 1973-74, the initial contacts with the state director and the testing centers will be completed to facilitate this procedure. Explanations will be given to the centers regarding the importance of gathering this information for comparative purposes.

2. ETV Alone

The Kentucky Educational Television Network (KET) will have produced a GED preparation series to be broadcast in 197 . This series is one of very few and will have ~~perhaps~~ the strongest skills sequence, as opposed to strong content areas, of any existing TV GED instruction series. Print materials are ~~being~~ developed to provide practice. The method of distributing the software has ~~not yet~~ been ~~decided~~ ^{developed} by KET, including all promotional mechanisms.

However, those who sign up for the series so that they will receive the software will be contacted for (1) a pretest of functioning levels on the TABE, (2) a demographic profile, and (3) a posttest of those who do not complete the GED within the fiscal year. An urban sample of 50 and a rural sample of 50 will be the goal. At the time of the posttest, ETV viewers will be asked if they have enrolled in a GED preparation program during the year.

3. and 4. ETV With Home Study Support

Rural and Urban

Community Education

Community-Based Right-To-Read Center

Two community schools, one urban and one rural, will be developed in FY 73-74 which include learning centers. From each of the learning centers the AAEC will send two trained paraprofessionals offering home study coordinated with the ETV series to forty adult participants at each site. Each paraprofessional will have a professional resource teacher to turn to for help. The rural community school will include a community-based Right-to-Read Center. Pre and post tests (TABE) and demographic data will be collected from each participant. The training of the professionals and paraprofessionals will occur in FY 73-74.

5. ETV With Classroom Support on A Job Site Community Education

In conjunction with the urban community school, a teacher will be assigned to a traditional GED preparation class held on a job site, probably an industrial site. Hopefully, 40 participants will be involved in the classes which will be coordinated with the ETV series. Employers will be invited to help in the guidance of the community school to encourage commitment to employee upgrading. Employer commitment to adult education will be assessed through the provision of space, time, and expressed potential for upward mobility for those employees who are successful participants of the class. As with the other modules, pre test data in FY 73-74, post test data in FY 74-75 and demographic data in FY 73-74 will be collected. Teacher training will take place in FY 73-74.

6. ETV With Learning Center Support

The effect of individualized support of an ETV series through an adult learning center will be studied. Fifty participants of an urban adult learning center will be encouraged to view the ETV series with support from the learning center. Pretests in FY 73-74 and posttests (TABES) in FY 74-75 and demographic data in FY 73-74 will be collected, again considering the usefulness of this approach or delivery system for adult education for the stationary poor and for the upwardly mobile poor. Training will take place in FY 73-74.

7. ETV With Telephone Support

In the counties surrounding the AAEC's home county in Kentucky, Rowan County, toll-free telephone support through the Adult Learning Center at Morehead State University will be offered to those who sign up for the ETV series. Pre^{FY 73-74} and post test^{FY 73-74} data and demographic profiles^{FY 73-74} will be collected. A sample size of 50 is planned. A WATS line has been included in the budget. Training will be accomplished in FY 73-74.

8. Learning Center Alone Community Education

Client progress in GED preparation through urban adult learning center without the ETV series will be studied, possibly using the new Educational Development Laboratory GED-preparation materials, the Research for Better Schools' Individualized Learning for Adults, and Saskatchewan New Start materials as a part of this program. The adult learning centers will be a part of an urban community school which will be developed in FY 73-74. One stationary and one mobile center will be involved in this module. TABE and demographic data will be collected in FY 73-74 and FY 74-75. This module will piggy-back the proposed Huntsville 309 (b) project, rather than duplicating that project. (N=50) Training in FY 73-74.

9. Traditional GED Preparation Class Alone

Client progress in GED preparation through a traditional rural classroom without exposure to the ETV series will be compared with the other delivery systems. The instruction will be content-oriented rather than skill-oriented

as is true of most traditional GED preparation classroom instruction.

TABE and demographic data will be collected in FY 73-74 and FY 74-75.

(N=30) Teacher training in career and parent education will occur in FY 73-74.

10. and 11. Home Study Alone-Rural and Urban

Community Education

Community-Based Right-To-Read Center

Two community schools, one urban and one rural, will be developed in FY 73-74. the Kentucky GED preparation in about 40 rural and 40 urban homes without ETV will be offered by successful ABE/GED students, indigenous to the local sites, trained as paraprofessionals and/or volunteers, and supported by professionals in community school family learning centers. The AAEC has had four years of startlingly successful experience with the extension of home study service provided by paraprofessionals to the rural stationary poor. The rural community school will include a community-based Right-to-Read Center. TABE and demographic data will be collected in FY 73-74 and FY 74-75. This module will piggy-back the proposed Huntsville 309 project, rather than duplicating that project. Training will occur in FY 73-74.

Support Activities

All groups will be offered supplementary enrichment activities and supportive or referral services as indicated by need, except groups 1 and 2, the no treatment and ETV groups, where there will be no personal contact.

12. Public Library Alone

A public library will be contacted. Materials for GED preparation will be added to the collection. Familiarization in the materials will be given to librarians in FY 73-74. Pre and posttest and demographic data will be collected in FY 73-74 and 74-75 for those adults signing up with the library to prepare independent study for the GED. Career and parent education materials will be available.

13. ETV With Public Library Support

Print and nonprint back-up materials to the ETV series will be available in the public library. Public librarians will be familiarized with both the instructional and coping skills materials in FY 73-74. Pre and posttest and demographic data will be collected for those signing up for help from the library.

Career Education

The AAEC Adult Career Education model, although integrated and documented as a part of each method of GED preparation except group 2, ETV alone including community schools, will consider the whole human being and his skills both on and off the job. To accomplish this:

- (a) Present and future career opportunities available to project adult clients in existing local industrialization--rural, nearby intermediate sites, and urban--will be assessed and interpreted in terms of career ladders in FY 73-74.
- (b) To encourage employment of the local stationary poor, community based business and industry representatives will be involved in community education developmental processes in the four community school modules. Adult education programs will be related to human resources needs of local industry and intermediate industrial sites. In-plant adult education instruction will be provided in group 5 in FY 74-75.
- (c) Coping skills prototype materials related to re-location for employment will be developed in FY 73-74.
- (d) Both in learning centers and in home study an attempt will be made to work with the family together in relation to career education and career planning in FY 74-75.

Parent Education

In FY 74-75, parent education will be provided in each treatment group, methods of acting as a model for one's children will be offered in addition to methods for helping one's children with school work. As a part of parent education, family planning information will be offered.

Training

A workshop will be developed to train the professional and paraprofessional personnel for all treatment groups in career and parent education. in FY 73-74.

General Design for Addendum

TECHNICAL ASSISTANCE

Within its capabilities, the AAEC staff will continue to answer requests for information, advice, and training from local, state, and national groups by letter, telephone, and in person in FY 73-74 and FY 74-75. There is no way of predicting specific activities or requests other than obligations to three national professional associations, (1) the National Community School Education Association, (2) NAPCAE, and (3) The International Reading Association, and such agencies as the National Reading Center, Kentucky Educational Television, and the National Multimedia Center for Basic Education.

CONSORTIUM OF INSTITUTIONS AND AGENCIES CONCERNED WITH RURAL ADULT EDUCATION

The development of the consortium will start with a small task force meeting to develop specific objectives and to aid in the identification of institutions and agencies dealing with rural adult education. The identified groups will be contacted for information and for the development of a major conference. The AAEC will assume the responsibility and leadership for the conference. Plans will be made at the conference for continual information exchange, collation of data concerning rural adult education problems and needs, and the procedure for developing recommendations to federal, state, and local authorities.

d. ANALYSIS

Any examination of research in adult basic education reveals a rather chaotic situation. It is best characterized as an area where little research interest has been expressed. Where any considerable body of research is available, typically it has been conducted, not by adult educators but by social scientists who had available a large body of theories, generalizations, and methodologies developed by their disciplines which could be applied to the problems of adult education.

A majority of research studies conducted by adult educators have been descriptive studies of records and local situations. Although this is not considered research, description is the first step in the development of research in any discipline. It lays the foundation for later effective and definitive research by suggesting hypotheses and lines of inquiry. Many activities of the AAEC are pragmatic in their design. Most projects, of necessity, must be demonstration of dynamic but unique approaches to improved effectiveness, quality, and efficiency of adult basic education programs with emphasis upon behavioral change in participants.

The data collected by the Appalachian Adult Education Center will be largely descriptive or subjective in nature. This type of data collection is necessitated by the lack of instrumentation in adult basic education, the nature of the population, and the lack of a ground theory from which to conduct research. A major thrust of the AAEC will be to continue to develop valid data collection instruments for the adult basic education student in Appalachia, using some of the techniques suggested by Guba and Stufflebeam.

The problems related to the collection of valid research data are further complicated by the nature of demonstration projects. The students in a pilot program normally do not constitute a legitimate sample. Therefore the findings are not generalizable to a population and inferential statistical tests are not appropriate. Another important problem which must be considered is the Hawthorne effect created by participating in a demonstration center program. The most effective and efficient methods of analysis will be used utilizing a variety of data reporting techniques in all phases of the Center's activity as may be dictated by the specific study. In general, a systems analysis approach has been recommended for all state module or field unit demonstration centers.

e. Time Schedule

The Appalachian Adult Education Center has as an overall objective to effect significant improvement in the quality of adult education throughout the nation as a result of demonstrative projects generated through inter-agency cooperation with special focus upon eastern Kentucky and portions of Appalachia.

Specific objectives one and two are to be advanced in accordance with the PERT system described on page 37 .

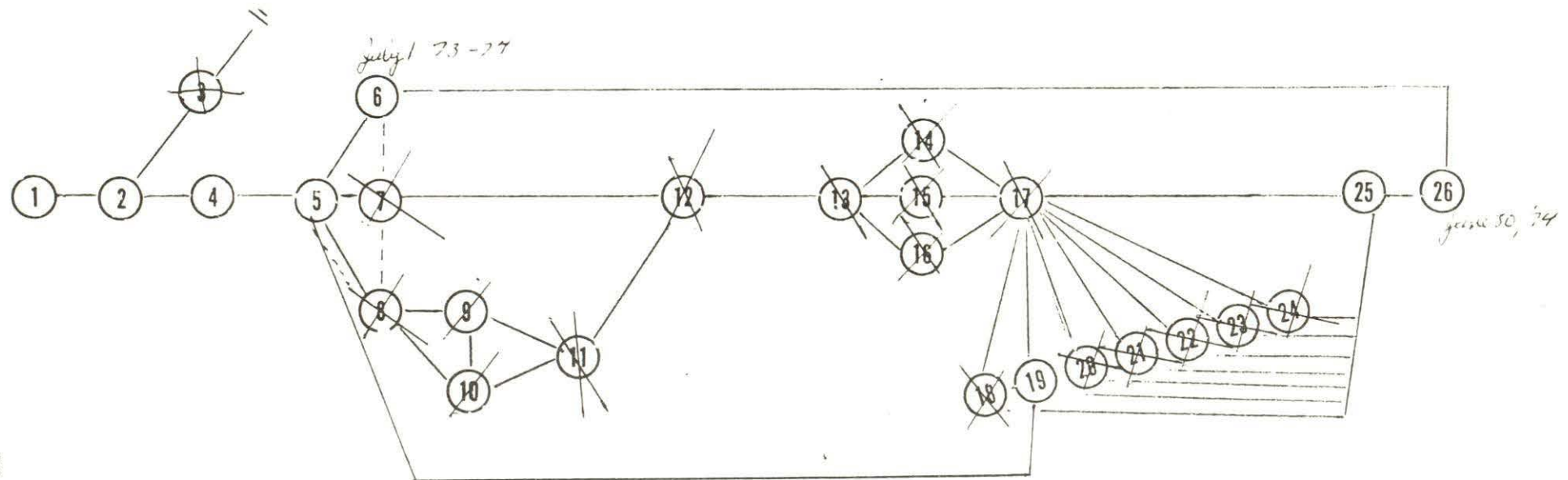
Specific Addendum Objectives three ^{is} ~~and four are~~ to be advanced in accordance with the PERT system described on page 38 .

e. Time Schedule:

PERT for Proposal, Section 309 (b), P. L. 91-230, F. Y. 73

Addendum Objectives ~~3 and 4~~

"Community Education: Comparative GED Strategies (FTV, Home Study, Learning Centers and Job Sites) Career and Parent Education."



38

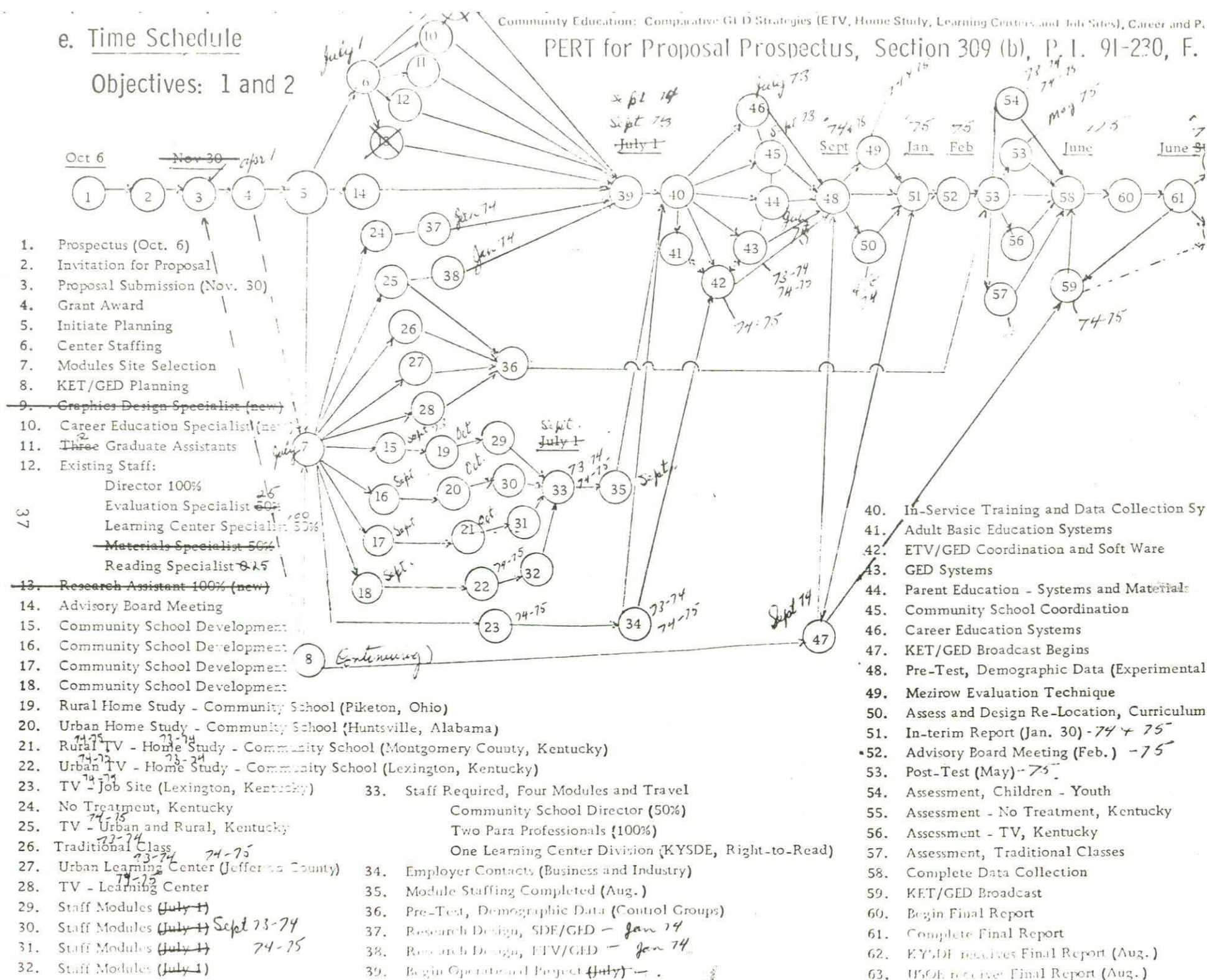
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|---|---|
| 1. Announcement of Grant Award | 12. Initiate Preparation for Rural Adult Education Consortium Conference |
| 2. Negotiations | 13. Conduct Rural Adult Education Consortium Conference |
| 3. Negotiation of Addendum Objectives | 14. Develop Information Exchange System |
| 4. Approval of Addendum Objectives | 15. Develop System for Collation of Data Concerning Rural Adult Education |
| 5. Begin Planning Strategies | 16. Systematize Methods and Procedures for Developing Recommendations to Federal, State, and Local Authorities. |
| 6. Continue AAEC Technical Assistance | 17. Initiate Dissemination System for Rural Consortium Recommendations |
| 7. Begin Operational Projects, Addendum Objective | 18. U. S. Office of Education |
| 8. Rural Adult Education Task Force Meeting <i>NAPCAE</i> | 19. NAPCAE |
| (ERIC - Rural Education and Small Schools) | 20. ERIC |
| 9. Identification of Rural Institutions and Agencies | 21. DHEW Regional Staff Development Systems |
| 10. Begin Rural A.E. Consortium Strategy | 22. National Multi-media Center |
| 11. Complete Task Force Meeting | 23. Center for Resource Utilization (BAVTE) |
| | 24. Consortium Representatives |
| | 25. Complete Operational F.Y. 73 |
| | 26. Complete Final Report |

e. Time Schedule

Objectives: 1 and 2

Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers and Job Sites), Career and P.

PERT for Proposal Prospectus, Section 309 (b), P. 1. 91-230, F.



4. Personnel

SUMMARY:

In accordance with the AAEC Grant Award No. OEG-0-71-4410 (324) Fiscal Year 1972, Morehead State University has employed personnel who are currently assigned in the AAEC. Staff assignments are indicated in columns 1 & 2 noted below.

Columns 3 & 4 below represent the reallocation of the existing professional staff of the AAEC and new staff requirements. Although all adult education professionals will continue to function as a support Center team in adult education problem solving, several will assume major responsibility for the conduct of interagency projects from which their respective salaries are to be derived.

	(1) F.Y.'72 USOE/BAVTE	(2) Other	(3) F.Y.'73 USOE/BAVTE	(4) Other
George W. Eyster Executive Director	100%	--	100%	--
Helen Montgomery Administrative Asst.	100%	--	50%	25% R-t-R 25% Library
Ann Hayes Evaluation Specialist	25%	75% Library	25% 50%	Library Science 50% 75%
Charles J. Bailey Training Specialist	50%	50% Library	100% 50%	Library Science 50%
<u>(New Position)</u> Career & Family Education Specialist		N/A	100%	--
Priscilla Gotsick Library Services Spec.		50% Library	50%	Library Science 50% 100%

TABLE II	(1) F.Y. '72	(2)	(3) F.Y. '73	(4)
	USOE/BAVTE	Other	USOE/BAVTE	Other
Sharon Moore			25%	75%
Reading Specialist		50% R-t-R	50%	50% R-t-R
		50% Library		
Karen Deichert		KYSDE		KYSDE
Learning Center Director		100%		100%
(new position)				
Research Statistician	N/A	N/A	100%	
Harold Rose		MSU		MSU
Research Admin.		100%		100%
<u>Secretarial and Clerical Staff</u>				
Executive Secretary	100%		100%	
Secretary		100% Library		100% Library
Secretary		100% R-t-R		100% R-t-R
Secretary & Learning Center Asst.		KYSDE 100%		KYSDE 100%
Secretary		100% MSU		100% MSU
<u>Supporting Staff</u>				
Graduate Asst. (2)			(2)	
Graduate Asst. (4)	100%		100% x (4)	
Graduate Asst. (2)		100% Library		Library Science 100% (2)
Graduate Asst. (2)				100% R-t-R (2)
Graduate Asst.		100% SREB		100% MSU
Workstudy Students (20% for 7)		80% MSU (20% x (4)		80% MSU
<u>Consultant & Specialist</u>				
R/D at MSU		100% MSU		100% MSU

The AAEC has now combined one of the finest, professionally skilled, full-time adult basic education staffs in the United States as revealed in staff vitae required in this section.

The assignment of some personnel as part-time administrative staff (see page 39) supports the major developmental concepts of the AAEC as it seeks to:

- (1) "Institutionalize" adult education in the host institution by translating evident goodwill into dollars as Center personnel are gradually moved to full University responsibility and long-term support, providing long-term personnel stability and security without crippling the Center's capacity to pursue its off-campus mission.

- (2) Strengthen its position by seeking long-term support from a variety of sources - sources serving adult education program growth through similar or mutually-supporting objectives, e.g. complementary programs such as the Institute on the Aging; early childhood development; and parent education. The reliance of the AAEC on short-term and single resource financing is difficult and often inhibiting.

Graduate assistantship students serve to multiply the research strength of the Center at a minimum cost while at the same time they are involved in training and practice in adult basic education--yielding professionally trained people to fill a shortage of leaders in an increasing critical field. (Graduate Student placement has been particularly important to the region. Two Graduates are now full-time state department supervisors.)

Job Descriptions for Graduate Assistants

1. Pretesting in FY 73-74 and posttesting in FY 74-75 of ETV alone
(100 participants, 50 urban, 50 rural x 2=200)
2. Collect and follow-up on demographic profiles in FY 73-74, particularly
for ETV Alone and ETV with Telephone Support
3. Personal contact with schools in seven sites to study changes in school
achievement of 54 children will be done in FY 74-75.
4. Survey of local industry in seven sites where local capability is non-
existent will occur in FY 73-74.
5. Aid in the development of the career education and the parent education
workshop for all module teachers in FY 73-74.
- ~~6. Aid in the development of the rural consortium.~~

Workshop students are able to provide assistance. The importance of
related in-service and graduate training programs in adult basic education
becomes increasingly critical as one searches the nation to identify pro-
fessionally trained personnel.

Morehead State University has continued to support the Center
through the full cooperation of the University inter-disciplinary resources.

AAEC Staff responsibilities and vitae are noted on pages 43
through 54 under 4a. and 4b.

A. PROJECT DIRECTOR

Executive Director - GEORGE W. EYSTER

Description of Duties:

The executive project director is responsible for the direct supervision of the educational program and general management of the project. He is responsible to (and the liaison office between) the grantee and the Office of Education for the conduct of the project.

Responsibilities are outlined as follows:

1. Establish a communication system with the thirteen states involved in the project which include the state department of education and other resources within each state, other programs of adult basic education in Region I, III, IV, and V, the advisory committees, and the United States Office of Education.
2. Recruit, train, and organize the demonstration center staff, consultants, and specialists for program activities.
3. Give assurance of meeting deadlines and requirements of collecting and compiling reports required by the guidelines developed by the United States Office of Education for operating the program.
4. Develop a closely knit organization in the central office and in the conduct and coordination of select inter-agency projects and grant awards to insure operation efficiency.
5. Develop demonstration programs geared to the objectives and philosophy of this program.

6. Provide technical assistance to federal, state and local programs and associations.

B. PROPOSED FULL-TIME AND PART-TIME STAFF MEMBERS

Administrative Assistant - HELEN MONTGOMERY

Description of Duties:

1. Maintain Fiscal Records: (a) AAEC; (b) Inter-agency Grant Awards and contracts to Morehead State University/ Appalachian Adult Education Center; (c) teacher trainer activities; and (d) all related subcontracts.
2. Responsible for organizing and supervising the central office clerical staff.
3. Equip central office and maintain supplies.
4. Evaluate performance of clerical staff.
5. Organize and supervise regional meetings conducted by the AAEC.
6. Assist local school districts in developmental community school budgets.

Evaluation Specialist - MRS. ANN P. HAYES

Description of Duties:

1. Responsible for working with demonstration projects^{in FY 73-74} as programs are developed to build in the evaluation component. This will

include the evaluation design, development of methods for data
and in FY 74-75
collection, data processing, and summarizing evaluative results.

2. Prepare evaluative reports for the project director to submit to the United States Office of Education in FY 73-74 and FY 74-75.
3. Keep central staff and projects informed of overall progress of operative programs.
4. Assist in developing the central evaluation component.
5. Build curriculum for ABE teacher training based upon demonstration findings in FY 73-74.
6. Function as Chief Investigator in the conduct of operational activities of a continuation of the AAEC Library Project entitled: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models when funded in 1973-74, including the interrelationships of all projects.
7. Provide technical assistance to federal, state and local programs and associations in FY 73-74 and FY 74-75.

Learning Center Specialist - CHARLES J. BAILEY

Description of Duties:

1. The collection and screening of pertinent adult education curricula materials - hardware and software - with particular

emphasis upon individualization of Instruction in Learning Centers in FY 73-74.

2. Develop testing designs of curricula materials for evaluation with special applications to the Appalachian Region and within the AAEC state module field unit projects and learning centers in FY 73-74.
3. Prepare evaluation reports and criteria for curricula development and review.
4. Introduce new curricula materials within the region and reporting system.
5. Develop a materials and reference center particularly related to adult education in the Appalachian region in relation to learning centers and public libraries.
6. Assist in the coordination of adult basic education workshops, teacher-trainer institutes, and seminars.
7. Monitor select modules of all AAEC projects and activities.

Library Services Specialist - PRISCILLA GOTSICK

Description of Duties:

1. Monitor select AAEC modules in FY 74-75.
2. Provide technical assistance to AAEC modules in FY 74-75.
3. Assist in selection of Library materials for disadvantaged adult patrons in FY 73-74 and FY 74-75.

4. Assist in selection and development of AAEC modules in FY 73-74.
5. Develop criteria for selection of coping skill material in FY 73-74.
6. Conduct research on the impact of library outreach services to ABE students in AAEC modules in FY 73-74.
7. Develop useful tools for assessing the needs of librarians, ABE teachers, and ABE students in FY 73-74.
8. Assist in the development of coordination between agencies and organizations serving the disadvantaged adult patron in FY 73-74 & 74-75.
9. Assist in the dissemination of AAEC module findings in FY 73-74 & 74-75.
10. Assist in the development of state-wide training programs which would expose library and ABE staff to new techniques and methods of serving disadvantaged adult patrons in FY 73-74.

Reading Specialist - SHARON M. MOORE

Description of Duties:

1. Support, advise, and monitor all aspects of reading instruction in all AAEC modules in FY 73-74 and FY 74-75.
2. Train paraprofessionals in home bound instruction for community based Right-to-Read projects in FY 73-74.
3. Resource backup teacher for paraprofessionals in home bound instruction in FY 73-74 and FY 74-75.
4. Select, analyse, and rewrite adult informational materials related to parent and career education.
5. Identify and recommend documents for use in public libraries which would be of special interest to the disadvantaged differentiated adult clients.
6. Monitor select AAEC modules.

Career and Family Education Specialist New Position

1. Survey and design career and parent education materials in FY 73-74.
2. Train teachers in career and parent education in FY 73-74.
3. Coordinate career and parent education activities in all
AAEC modules in FY 74-75.

CONTRIBUTING STAFF

Morris L. Norfleet, Vice President, Research and Development

EDUCATION:

Ph.D. in Education - Purdue University

M.S. in Education - Purdue University

B.S. - University of Kentucky

N. Harold Rose, Research Administrator, AAEC
Chairman, Department of Adult and Continuing Education

EDUCATION:

Ph.D. in Adult Education - Florida State University

M. Ed. in Agriculture Education - North Carolina State University

B. S. in Agriculture Education - North Carolina State University

Robert Edgar Peters, Counseling and Guidance, AAEC
Assistant Professor, Counseling and Educational Foundations

EDUCATION:

Ph.D. in Adult Education - Ohio State University

M.A. in Educational Administration - Ohio State University

B.S. in Education - Ohio State University

GEORGE W. EYSTER

Executive Director, APPALACHIAN ADULT EDUCATION CENTER

Associate Professor, Department of Adult and Continuing Education

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Ph.D. in Progress	University of Michigan	Adult Education
6 Year Specialist	Michigan State University	Adult and Community Education
Master of Arts Degree	Eastern Michigan University	School Administration
Master of Science Degree	University of Michigan	Child Psychology and Education (Certification)
Bachelor of Science Degree	University of Michigan	Psychology and Education

Work Experience:

1967-current EXECUTIVE DIRECTOR, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University

The AAEC is a research and demonstration center serving the Appalachian portions of a thirteen state region. The Center has achieved national and international prominence in adult education for the initiation of improved practices in adult basic education throughout the region and nation. Nominated by UNESCO as the United States entry into competition for meritorious work in world literacy, the Center was the recipient of the Mohammad Reza Pahlavi Prize on September 8, 1972.

1964-67 ASSISTANT SUPERINTENDENT, THE AMERICAN SCHOOL FOUNDATION, MEXICO CITY, MEXICO

Responsibilities: The development of an experimental prototype U. S. overseas adult education literacy program, middle management and English as a second language programs for the Mexican nationals; general administration of the elementary and secondary schools; and, director of all community education programs - a demonstration of the full utilization of Northamerican type school facilities abroad.

1960-64 SPECIAL STAFF ASSISTANT, MOTT FOUNDATION PROGRAM of The Flint Board of Education

Responsibilities: General public relations for the Mott Foundation and the Flint Board of Education; Coordinator of the Mott Inter-University Clinical Preparation Program for School Administrators; and, Coordinator of local, State, and National Workshops.

1958-60 CURRICULUM CONSULTANT, MICHIGAN DEPARTMENT OF EDUCATION, Lansing, Michigan

Responsibilities: Consultant in elementary, secondary, and community education throughout the State with major responsibility in State curriculum committees, school district reorganization, and Northcentral Association accreditation.

1953-58 DIRECTOR, YOUTH ACTIVITIES AND PARENT EDUCATION, MOTT FOUNDATION PROGRAM

Responsibilities: Community-wide youth program development utilizing schools and facilities in a developing community school program; coordinating programs with all youth serving agencies including the development of a community/international exchange program.

1951-53 LTCD U.S. NAVY TRAINING OFFICER, Training Command, Guantanamo Bay, Cuba

1950-51 EDUCATIONAL AND RECREATIONAL THERAPIST, Neuropsychiatric Institute, University of Michigan

Responsibilities: Therapist for pre-school, elementary, and secondary children and youth.

1942-47 U.S. NAVY, TRAINING OFFICER - Sea duty and Training Command, Guantanamo Bay, Cuba

CREDITS: FILMS, ARTICLES, RESEARCH REPORTS, and MONOGRAPHS
ALL AMERICAN AWARDS, U.S.A. SPRINGBOARD DIVING TEAMS (University of Michigan)

CHARLES J. BAILEY

Learning Center & Training Specialist, APPALACHIAN ADULT EDUCATION CENTER

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Master of Arts Degree	Morehead State University	Adult & Continuing Education
Master of Arts Degree	Morehead State University	Secondary Education
Bachelor of Arts Degree	Morehead State University	Geography & History

Work Experience

1970-72	LEARNING CENTER & TRAINING SPECIALIST, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University
1972	Conducted Individualized Prescribed Instruction Workshop, Oklahoma Department of Vocational-Technical Education
1972	Resource person for AACTE-Job Corps Conference, Dallas, Texas
1970-72	Conducted Teacher-Training Workshop for Kentucky State Department of Education
19712	Resource person for AEA Conference of 100+ in Chicago
1971	Assisted in conducting National Adult Basic Education Teacher-Trainer Workshop in Reading and Math
1971	Consultant to Tennessee ABE Guidance & Counseling Workshop
1970	Conducted follow-up on National Adult Basic Education Teacher-Trainer Workshop
1969-70	Teacher of Adult Basic Education
1963-70	Secondary Education Teacher of Geography & History

PRISCILLA S. GOTSICK

Library Services Specialist, APPALACHIAN ADULT EDUCATION CENTER
Coordinator, Institute on the Aging, APPALACHIAN ADULT EDUCATION CENTER

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Master of Arts Degree	Morehead State University	Adult & Continuing Education
Bachelor of Arts Degree	Denison University	Sociology & Psychology

Work Experience

1972-current	LIBRARY SERVICES SPECIALIST, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University	
1971-72	GRADUATE INTERN, DEPT. OF ADULT & CONTINUING EDUCATION, Morehead State University	
1971	RESEARCH ASSISTANT, DEPT. OF ADULT & CONTINUING EDUCATION, Morehead State University	
1971	REFERRAL SERVICES COORDINATOR, INSTITUTE ON THE AGING, Morehead State University	
1970	Graduate Work in Library Science, Morehead State University	
1970	FIELD WORKER, BUREAU OF RESEARCH & DEVELOPMENT, Morehead State University	
	Responsibilities: Evaluation of Country Gathering Program Personnel, OFO	
1965-66	LITERATURE ANALYST, ERIC, ADULT EDUCATION LIBRARY, Syracuse, New York	
1962-63	Graduate Work in Social Welfare, SUNY, Buffalo, New York	
1961-63	SOCIAL CASEWORKER, E.J. MEYER MEMORIAL HOSPITAL, Buffalo, New York	

SHARON M. MOORE

Reading Specialist, APPALACHIAN ADULT EDUCATION CENTER

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Master of Arts Degree	Morehead State University	Reading
Master of Arts Degree (in progress)	Morehead State University	Adult Education
Bachelor of Arts	University of Iowa	Elementary Education

Work Experience

1972-current	READING SPECIALIST, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University.	
1972	Tutored high school students in reading.	
1970-71	UNIVERSITY OF BRECKINRIDGE, Morehead, Kentucky	

Responsibilities: Teacher of reading and language arts.

Evaluation Specialist, APPALACHIAN ADULT EDUCATION CENTER
 Chief Investigator, Library-ABE Project, APPALACHIAN ADULT EDUCATION CENTER

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Ph.D. in Progress	University of Chicago	Adult Education
Master of Arts Degree	University of Chicago	Adult Education
Bachelor of Science Degree	University of Vermont	Secondary Education
<u>Work Experience</u>		
1971-current	CHIEF INVESTIGATOR, LIBRARY-ABE PROJECT, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University Funded by the USOE Bureau of Libraries and Learning Resources, the Library-ABE Project involves four model centers in Alabama, Kentucky, South Carolina, and West Virginia, which demonstrate the coordination of ABE and public library services for the disadvantaged.	
1969-current	EVALUATION SPECIALIST, APPALACHIAN ADULT EDUCATION CENTER, Morehead State University Responsibilities: Data collection for twenty-seven demonstration projects in thirteen states. Technical assistance to local, state, and federal programs.	
1969-71	DIRECTOR, NATIONAL TEACHER-TRAINING WORKSHOPS, Morehead State University Responsibilities: Directed workshops that involved 111 teachers (1969), 49 teacher trainers in ABE reading (1970), and 101 teacher trainers in individualized ABE reading and math (1971). Teacher trainers were supported in their local training activities after the workshops.	
1968-69	ASSISTANT PROJECT DIRECTOR, WORKSHOP TO INCREASE AND TO IMPROVE UNIVERSITY TEACHER TRAINING FOR ADULT BASIC EDUCATION, University of Chicago Responsibilities: Survey of and contact with researchers in the field of adult basic education, development of a conference which involved university faculty from forty-eight states, co-editing with William Griffith the proceedings of the conference, <u>Adult Basic Education: The State of the Art.</u>	
1967	RESEARCH ASSISTANT, NATIONAL OPINION RESEARCH CENTER, University of Chicago Responsibilities: Literature search on adult basic education for Ford Foundation Project.	
1964-67	ADMINISTRATIVE HEAD & REFERENCE LIBRARIAN, EDUCATION LIBRARY, University of Chicago Responsibilities: Trained and supervised a staff of twenty-seven for a research library of 78,000 volumes. Did all reference work.	
1963-64	RESEARCH ASSISTANT, DEPARTMENT OF EDUCATION, University of Chicago Responsibilities: Research assistant to H. Alan Robinson, past president of the International Reading Association. Survey of research on elementary adult education, design of longitudinal study of children's reading, editing of two volumes of the University of Chicago Reading Conferences, organization of one of those Reading Conferences.	
1964	DIRECTOR, AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION, Adult Education Council of Greater Chicago.	

Professional Organizations Responsibilities

1972-73	CHAIRMAN, ABE COMMITTEE, National Association for Public Continuing & Adult Education
1972	MEMBER, LEADERSHIP TRAINING INSTITUTE ADVISORY COMMITTEE ON LIBRARY TRAINING GUIDELINES, USOE Bureau of Libraries and Learning Resources
1970-current	MEMBER, WORKING ADVISORY COMMITTEE, National Multimedia Center for Basic Education, Montclair State College
1970-current	MEMBER, BASIC EDUCATION AND READING COMMITTEE, International Reading Association
1970-71	CHAIRMAN, RESEARCH COMMITTEE, Commission on ABE, Adult Education Association of the U.S.A.
<u>CREDITS</u>	ARTICLES, MONOGRAPHS

N. HAROLD ROSE

Chairman, DEPARTMENT OF ADULT AND CONTINUING EDUCATION
AAEC Graduate Student Coordinator

<u>Education</u>	<u>Institution</u>	<u>Field of Specialization</u>
Doctor of Philosophy Degree	Florida State University	Adult Education
Master of Education Degree	North Carolina State University	Agriculture Education
Bachelor of Science Degree	North Carolina State University	Agriculture Education

Work Experience

1970-72	Chairman, ADULT AND CONTINUING EDUCATION, Morehead State University
1968-72	Research Administrator, APPALACHIAN ADULT EDUCATION CENTER
1967-68	Research Assistant at Florida State University. I conducted study on the effect of sociability on group interaction.
1966-67	Graduate Assistant, Florida State University, involved in the attempt to establish an experimental off-campus Master's degree program in Adult Education
1965-66	Research Assistant for the Center for Occupational Education at North Carolina State University, conducted a study of the Social Participation Role of the Vocational Education Teacher
1963-64	Summer employment at Union Carbide Research Farm in Clayton, North Carolina, charged with the responsibility of conducting field experiments

Additional Work Experience

Adult Basic Education Teacher-Training Workshop, Florida State University, 1968

5. Facilities

MOREHEAD STATE UNIVERSITY APPALACHIAN ADULT EDUCATION CENTER,
7th Floor of the Education Building

Facilities of the AAEC have been made available by Morehead State University in the Education Building, 7th Floor, consisting of 1,840 square feet of working space and one classroom. The AAEC occupies the entire seventh floor and has cooperative use of all related education building facilities: laboratories, television, and radio studios, multi-media equipment, diagnostic laboratories, and special facilities of the office of Research and Development.

The growth of the AAEC Learning Center and its relatively inappropriate location for ABE students has led to the request and approval for relocation just off campus. A Learning Center comfortably accessible to ABE students and the AAEC central office has been made available by the University on campus to serve the undereducated population of the counties surrounding the University. Staffed and supported by the Kentucky Division of Adult Education, the Center also serves as a graduate training practicum and an in-service training center.

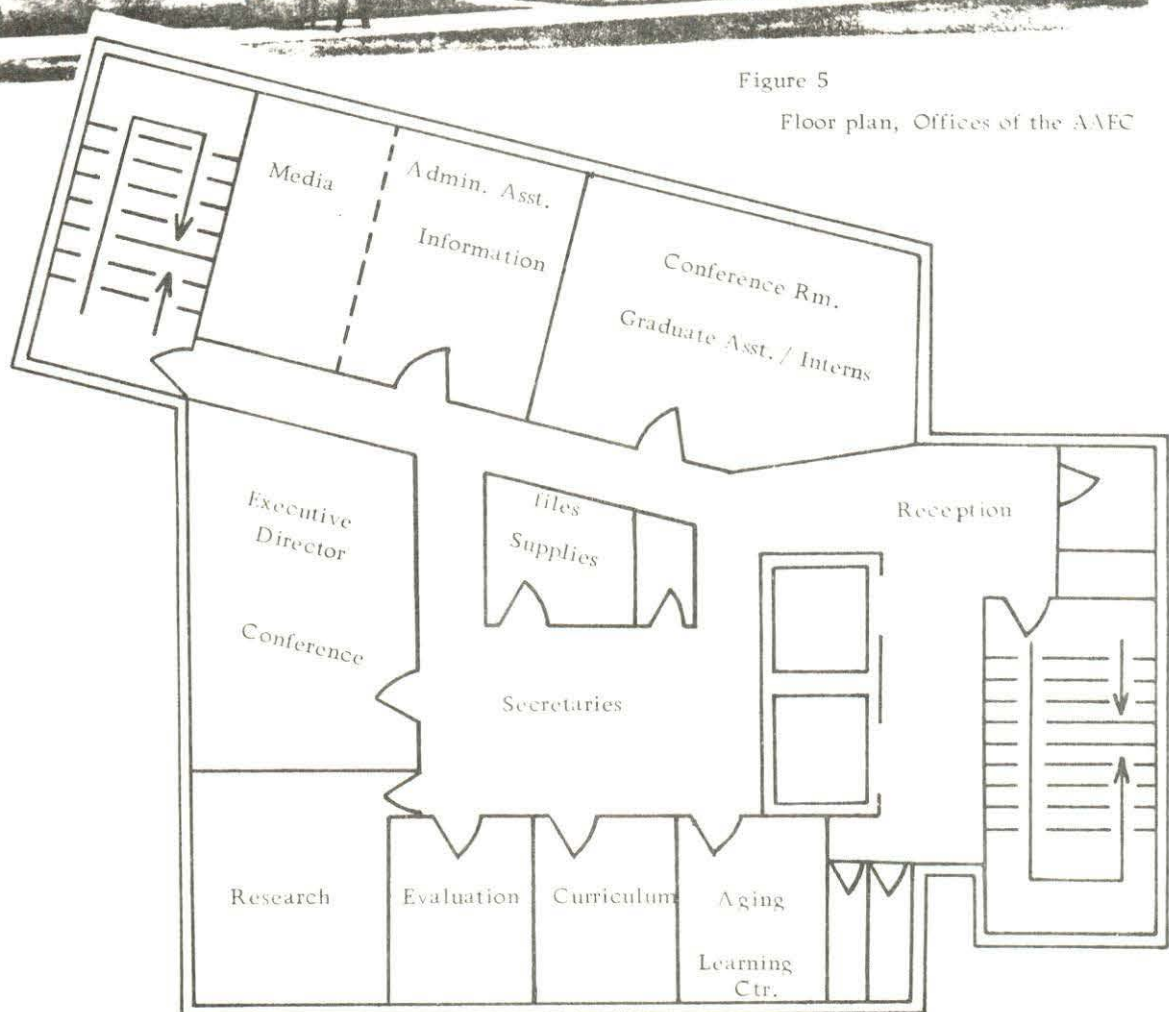
The existing Learning, Materials, and Diagnostic Center, Library and Multi-Media Center of the University have enabled the AAEC to locate and systematically develop related ABE materials in these facilities with a minimum of actual storage and staffing.



Photograph 1.
School of Education
Offices of the Appalachian Adult Education Center
Morehead State University

Figure 5

Floor plan, Offices of the AAEC



A computer, a Honeywell 200, has been made available to the Center through the University. This service is, however, limited in its storage capacity. Steps are being taken by the University to increase the number of computers and service capability. When necessary, contracted services can be arranged in the immediate area.

The facilities, centrally located and supported by Morehead State University, represent a University investment in time, organization, money, and capability, which far exceed the limited inputs of the adult basic education component.

6. Independent Evaluation

The AAEC, based on its internal evaluation system, desires to negate the guideline request for an external evaluation. Taking into consideration the estimated cost of an external evaluation, \$20,000, the evaluation itself would constitute anywhere from 20 percent to 33 percent of the total budget appropriated to the AAEC.

The AAEC, through its internal evaluation system, can measure the effectiveness of its program objectives and the accomplishments of these objectives, and through past project development has established as a top priority in-kind contributions from other programs or projects to support the regional activities directly controlled by the Center.

The project and project components can be viewed in terms of two major functions: a service function and a demonstration function.

To assess and promote growth of the service function the AAEC will utilize the Mezirow evaluation model.

To assess the demonstration function then AAEC will utilize the data and instrumentation noted in section III c pages 24 through 32 of this proposal.

The assessments are a part of the comprehensive developmental processes exercised by the AAEC.

Development of Documentation and Evaluation Procedures:

In FY 73-74,
the AAEC evaluation, research, and demonstration personnel will meet with state contacts and the new staffs to develop specific objectives and methodology, and to contract for specific data collection for each objective. It is understood that each data collection form must be cleared with the Bureau of Adult Vocational and Technical Education.

The evaluation design of the AAEC could be termed a looping evaluation. As each module of working model is developed, evaluation is designed for each step. Antecedent or pretest data that needs to be collected is, therefore, automatically defined. Documentation is designed which will show both whether each step or objective is completed and what happened as a result. In demonstrations not all variables impinging on the "product" can (or perhaps even should) be held constant, but the AAEC makes a modest attempt at multivariate data collection--studying the interrelationships of clients, staffs, procedures, materials, and facilities. Each module or model center has one AAEC professional staff person as its "monitor." An AAEC monitor keeps track of documentation--

to be sure it is accomplished in the stress of the day-to-day program-- and helps with the practical adjustments always needed in program design. Interim reports allow for a review of progress toward the meeting of objectives and an isolation of problem areas that need further help. The evaluation, therefore, is designed for feedback for program adjustment as well as for an assessment of the final product. The AAEC Regional Board of Directors and the local consultants to the project are also asked to judge the process and results of the project in a systematic fashion.

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

Appendix A

November 27, 1972

Mr. George W. Eyster
Executive Director
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Mr. Eyster:

I wish to commend the Appalachian Adult Education Center, Morehead State University, for the excellent and significant contributions of the Center to adult education in the Commonwealth of Kentucky, the Appalachian region and the nation.

Representing the Adult Education Unit, Bureau of Vocational Education, Department of Education, as Director of the Adult Education Unit I do wish to endorse your Center's Special Experimental Demonstration Project entitled: "Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers and Job Sites), Career and Parent Education."

The Commonwealth of Kentucky has funded the Kentucky Authority for Educational Television for the production and broadcast of a new GED series. The AAEC study of the utilization of the new series through a variety of delivery systems will be important to the Kentucky Network and the nation as a whole.

I shall anticipate your cooperation and leadership in the Fiscal Year 1973 grant period.

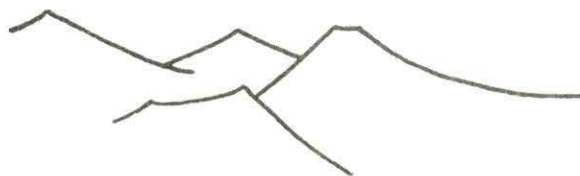
Sincerely yours,



Ted Cook, Director
Adult Education Unit
Division of Interagency Relations

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



November 24, 1972

Mr. George W. Eyster, Director
Adult Basic Education
U.P.O. 1353
Morehead State University
Morehead, KY 40351

Dear Mr. Eyster:

With respect to the inquiry you have had from the Federal Government concerning salary policies, please be advised of the following:

- (1) There are no set salary schedules for the University, except as specified by minimum wage laws.
- (2) Salary scales are reviewed biennially for budget purposes through the Kentucky Council on Public Higher Education.
- (3) Through the Council, coordination of salary levels among Kentucky State supported universities is achieved, based on funds available.
- (4) Salary levels and increments are based on reviews and internal relationships on the part of the Deans, and recommended to the Vice President, President and Board of Regents for final approval within the limits of funds available.
- (5) Over the period of the last four years the University has been a Rank C institution through reports of the AAUP and has ranged no less than 6% to 10% in its increment policy.
- (6) Individual salary levels are negotiable based on the judgment of the Dean and Vice President for Academic Affairs, as recommended to the President and Board of Regents.

Very truly yours,

Russell McClure
Director, Business Affairs



APPENDIX C

APPALACHIAN ADULT EDUCATION CENTER

REGIONAL BOARD OF DIRECTORS

Douglas R. Sasser
CHAIRMAN OF THE BOARD

Larry Otis
SECRETARY OF THE BOARD

ALABAMA

Norman Parker
Otto Smith

GEORGIA

Wallace Simpson
Thelma Orr

KENTUCKY

Ted Cook
Wallace K. Nave

MARYLAND

Thelma Cornish
James E. Kelly, Jr.

MISSISSIPPI

John Williams
Larry Otis

NEW YORK

Neil Carr
Lois Matheson

NORTH CAROLINA

Charles Barrett
Leonard Lilley

OHIO

Max Way
James Miller

PENNSYLVANIA

Clair Troy

SOUTH CAROLINA

Roy Coffee
J. K. East

TENNESSEE

Charles Kerr

VIRGINIA

Joseph N. Berry
Gordon Fallesen

WEST VIRGINIA

Lowell Knight
Richard Malcolm

APPALACHIAN REGIONAL COMMISSION

Eugene Hoyt, Director
Education Activities Staff

U.S. OFFICE OF EDUCATION

Emanuel Reiser
Project Coordinator

APPALACHIAN ADULT EDUCATION CENTER

Morris Norfleet
Morehead State University
Vice President, Research and Development

EXECUTIVE DIRECTOR

George W. Eyster

OCT 12 1972

Kentucky Educational Television
600 COOPER DRIVE LEXINGTON, KENTUCKY 40502 • Telephone: (606) 233-0666

WTE
October 11, 1972

Mr. George Lyster
Executive Director
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear George:

Thank you for your letter of October 5, enclosing a copy of the AAEC proposal prospectus for Section 309 (b), P. L. 91-230 entitled: Community Education: Comparative GED Strategies."

It looks very promising as an evaluation instrument for our GED project, and we will be happy to assist in coordination of proposal project design and operational activities.

Let's plan to discuss it in more detail during your attendance at the GED Advisory Task Force meeting on the 19th and 20th.

Regards,



Ken Warren
GED Project Director

KW:db

APPALACHIAN ADULT EDUCATION CENTER
BUREAU OF RESEARCH AND DEVELOPMENT
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

LIFE COPING SKILLS MATERIALS LIST

Categories and Sub-categories
June, 1973

ADVOCACY

- Arrests
- Civil Rights
 - Bill of Rights
 - Civil Rights Movement
 - Legal Rights Under the Law
 - General
- Consumer Rights (See Consumer Economics: Consumer Rights)
- Legal Aid

AGING

- Aging Process
 - Emotionally
 - Mentally
 - Physiologically
- Burial Insurance (See Insurance: Burial Insurance)
- Care of the Aged in the Home
- Death
- Funerals
- Nursing Homes and Rest Homes
- Programs, Organizations, and Agencies for the Aging
 - Medicare (See Health: Health Cost Medicare)
 - Social Security (See Insurance: Social Security)
 - Other
- Retirement
 - Activities and Recreation
 - Benefits
 - Education
 - Employment (See also Jobs: Occupational Information)
 - Housing
 - Planning
- Wills

CHILDREN

- Adolescence
- Adoption

George Eyster

KENTUCKY Educational Television
600 COOPER DRIVE LEXINGTON, KENTUCKY 40502 • Telephone: (606) 233-0666

October 23, 1972

Mr. Robert E. Frye
The Appalachian Regional Commission
1666 Connecticut Avenue
Washington, D. C. 20235

Dear Bob:

We are really excited about your commitment to (for lack of another name) an adult education conference. I am confident that the maximum number of forty will be quite sufficient. I agree with your choice in regard to the types of _____ involved. _____ suggest "_____tor" type _____
_____ power. _____ age. I _____ ever, _____
that our _____ lost in the shuffle...but I do _____ meaningful
a meeting as possible.

You probably know that George Eyster of AAEC sent a prospectus concerning utilization of the GED series to Paul Delker's office. His proposal, if funded, would affect the ARC states. He should know in early November whether or not Delker will invite him to submit a proposal. It would be a significant boost to the project and adult ed in general in the region if funded. It gets at the "delivery package efficacy" question posed in REALSTEP... and much more. If he's funded by that time, this might be a good opportunity to unvail it. If he's submitted, but not funded, the meeting might be a good opportunity to really support it.

I am most anxious to discuss this in detail with you at your convenience. I will be out-of-town until November 3. One of the places I will be is the NAEB Convention. Ken and Bill will be there also. Are you going? If so, perhaps we could all get together then.

Best regards,

(Mrs.) Virginia G. Fox
Director of Education

VGF/clm

cc: O. L. Press, Ken Warren

78

Babysitting

Birth and Genetic Defects (See Health: Birth and Genetic Defects)

Breast and Bottle Feeding

Child Abuse

Childbirth (See Health: Childbirth, Labor, Midwifery)

Child Development

Child Health Care (See also Health: Disease Information)

(See also Health: How to Select and Obtain Health Services)

Child Rearing

Development of Verbal Skills

Discipline

Drop-Out Prevention

Emotional Problems in Children (See also Health: Mental Health)

(See also Family: Conflict)

(See also Family: Crisis)

Foster Care

Gifted Children

Playing with your Children

Premature Babies

Prenatal Care (See Health: Prenatal Care)

Raising Children Alone

Retarded Children (See also Health: Retardation Prevention)

(See also Health: Prenatal Care)

Selection of Child Care Facilities

Sex Education (See also Family: Sexual Relations)

Success and Failure in School

Teaching Children to Handle Emergencies (See also Family: Safety Planning)

COMMUNITY

Censorship

Citizenship: Naturalization

Citizen's Responsibilities

Community Organizations (See Community: Organizations, Resources, Services)

Community Projects

Jury Duty

Public Office

Social Action

Voting, Vote Buying

Community Hazards

Community Organizations, Resources, and Services

Child Services

Churches

Employment

Fire

Legal Aid (See Advocacy: Legal Aid)

- Licensing Bureaus
- Police
- Public Health
- Public Library Services
- Referral Services
- Schools
- Volunteers
- Water
- Welfare, (See also Consumer Economics: Food Stamps)
- Dealing with Police
- Emergency Services
 - Disaster Action
 - Red Cross
 - Salvation Army
 - Telephone Hot Lines
- Ethnic Centers and Groups
- Government: Local, State, National
- How to Participate In and Use the Democratic Process
- Juvenile Delinquency
- Keeping Informed: Media, TV, Radio, Newspapers, Magazines
- Military Service
- Parliamentary Procedures
- Re-entry from Institutions
 - Corrections
 - Sanatoria
 - Veterans
- Social Problems of the Community
 - Busing
 - Crime
 - Environment, Ecology (See also Health: Pollution)
 - Street Safety
 - Zoning
- Street Gangs

CONSUMER ECONOMICS

- Advertising
- Auctions
- Bankruptcy
- Banks and Banking
 - Checking
 - Savings
- Bartering
- Buying Guides

- Car Buying: New and Used
- Comparison Buying: Values in Purchasing
 - Appliances
 - Clothing (See also Family: Home Management Care of Clothing)
 - Drugs
 - Food
 - Furnishings and Accessories
- Consumer Magazines
- Consumer rights: Gypping
- Counterfeits
- Credit Bureaus
- Credit Unions
- Discount Store Buying
- Farm Equipment Purchases
- Food Stamps (See also Community: Community Organizations, Resources, Services:Welfare)
- Fraud
- Garnishments
- Housing Repair and Maintenance (See Housing: Maintenance & Repairs)
- Interest Rates
- Investing Money
- Land Buying and Selling
- Loans: Borrowing Money
 - Easy Credit
 - FHA Loans
 - Juice Rackets
 - Loan Companies
 - Mail Order Loans
- Mail Order Catalog Buying
- Money Management
 - Budgeting
 - Charge Accounts
 - Credit Cards
 - Installment Buying
 - Rebates
 - Retail Processes
- Warranties and Guarantees

EDUCATION

- Career Planning (See Jobs: Career Planning)
- Educational Institutions
 - Colleges and Universities
 - Community Colleges
 - Vocational and Technical
- Finding A Job (See Jobs: Finding a Job)
- How to Apply to Educational Institutions
- How to Study
- How to Take A Test

Locating Information

Self Education

Education Credit for experience

Educational Loans, Scholarships, and Assistance Programs

Educational Programs for Adults

G.E.D., High School Equivalency Diploma

FAMILY

Brothers and Sisters: Sibling Relationships

Care of the Aged in the Home (See Aging: Care of the Aged in the Home)

Common Law Marriages

Death, Funerals & Wills (See Aging: Death)

(See Aging: Funerals)

(See Aging: Wills)

Divorces and Separations

Extended Family: Cousins, Uncles, Grandparents, etc.

Family Conflict (See also Children: Emotional Problems in Children)

Family Crisis

Family Recreation (See Leisure: Recreation, Family)

Handling Close Personal Relationships, i.e. Intimacy

(See also Relating to Others: Handling Intimacy)

Home Health Care (See Health: Home Health Care)

Home Management

Budgeting (See Consumer Economics: Money Management Budgeting)

Care of Clothing

Decorating

Food Preparation: Canning, Freezing, Cooking

Furnishing

Home Gardening: Flowers and Vegetables

House Cleaning

Remodeling (See Housing: Remodeling)

Identifying Strengths and Weaknesses in the Family

In-Laws

Marriage Roles

Safety Planning

Fires

Home Accidents, Poisons, etc.

Tornadoes (See also Community: Emergency Services)

Sexual Relations

Unwed Parents

Working Women (See Jobs: Working Women)

HEALTH

Aging (See Aging: Aging Process)

Alcoholism

Birth & Genetic Defects

- Black Lung (See Chronic Disease: Respiratory)
- Childbirth, Labor, Midwifery
- Chronic Diseases
 - Arthritis
 - Cancer
 - Diabetes
 - Heart
 - Hypertension
 - Respiratory
- Death (See Aging: Death)
- Dental Care
- Disease Information (See also Health: Chronic Diseases)
- Disease Prevention
 - Cancer (See also Health: Smoking)
 - Heart Disease
 - Immunization, Innoculation
 - Respiratory Disease
- Drug Abuse
- Exercise
- Faith Healing
- Family Planning
 - Abortion
 - Birth Control
 - Fertilization and Sterility
 - Sterilization
- First Aid
- Generic Drugs and Laws
- Handicapped, Mental and Physical
- Health Costs
 - Doctors
 - Hospital
 - Medicaid
 - Medical Assistance (See Community: Community Organizations, Resources & Services: Welfare)
 - Medicare
 - Private Health Insurance (See Insurance: Health Insurance)
- Home Health Care
- Home Remedies, Medicinal Herbs
- How to Select and Obtain Medical Services
 - Dental
 - Doctors
 - Emergency
 - Hospitals
 - Medical Clinics (See also Community: Community Organizations, Resources & Services: Public Health)
 - Mental
- How to Talk with A Doctor
- Insect Control
- Menopause

- Mental Health (See also Children: Emotional Problems in Children)
- Nutrition
- Old Wives' Tales
- Patent Medicines: Over the Counter Medicines
- Personal Hygiene (See also Self: Personal Care and Grooming)
- Physiology and Anatomy (See also Health: Preserving your Health)
- Physiology of Lifting
 - Back Problems
 - Hernias
- Pollution (See also Community: Social Problems of the Community Environment, Ecology)
- Prenatal Care (See also Children: Premature Babies)
- Prescriptions
- Preserving your Health
 - Sight
 - Hearing
 - General
- Quackery
- Rehabilitation
- Retardation Prevention (See also Children: Retarded Children)
- Sanitation (See also Community: Community Hazards)
- Smoking
- Storing Medicine (See Family: Safety Planning)
- Venereal Diseases
- Weight Problems
 - Diets
 - Overweight
 - Underweight
 - Weight watching plans
- What to Expect at the Hospital

HOUSING

- Buying and Selling
- Decorating (See Family: Home Management Decorating)
- Fire Prevention (See also Insurance: Fire Insurance)
 - (See also Family: Safety Planning)
- Furnishings (See Family: Home Management Furnishings)
 - (See Consumer Economics: Comparison Buying Furniture & Accessories)
- Home Building
- Maintenance and Repairs
- Owner's Liabilities and Responsibilities
- Remodeling
- Renting
- Trailers
- Utilities

INSURANCE

- Burial Insurance
- Disability Insurance

Fire Insurance
Health Insurance
Homeowners Insurance
Life Insurance
Mortgage Insurance
Motor Vehicles Insurance
Private Pension Plans
Renters Insurance
Social Security
Workman's Compensation (See Jobs: Workman's Compensation)

JOBS

Agricultural Jobs
 Cooperatives
 Farming
 Land Use
 Sharecropping, Tenant Farming
 Woodland Management
Application Forms
Applying for a Job
Assessing Your Own Skills, Talents, and Interests
Career Planning
Child Care Facilities, Selection of (See Children: Selecting Child Care Facilities)
Civil Service Information
Distinguishing Between Good and Bad Jobs:
 Facilities, Fringe Benefits, Hours, Wages
Employee's Responsibilities
Employer's Responsibilities (See also Advocacy: Civil Rights)
Employment Agencies
Find a Job (See also Jobs: Career Planning)
 (See also Jobs: Occupational Information)
Holding a Job (See also Relating to Others: Getting Along with Others)
Job Discrimination (See also Relating to Others: Dealing with Discrimination)
 (See also Advocacy: Civil Rights)
Job Safety
Losing A Job (See also Jobs: Unemployment)
Occupational Information
Private Pension Plans (See Insurance: Private Pension Plans)
Seasonal Jobs
Social Security (See Insurance: Social Security)
Training and Re training Programs (See also Education: Educational Institutions)
Unemployment
Unions
Upgrading on the Job (See also Jobs: Holding a Job)
Working Women
Workman's Compensation

LEISURE

- Astrology
- Cultural Activities: Music, Performing Arts, etc.
- Dancing
- Fortune Telling
- Gambling
- Games
- Handicrafts
- Hobbies
- Parks
- Playing with your Children (See Children: Playing with Your Children)
- Radio (See Leisure: TV Radio Movies)
- Recreation
 - Indoor
 - Outdoor: Camping, Fishing, Hunting, Swimming, etc.
- Sewing
- Sports
- TV Radio Movies
- Using Leisure Time Effectively
- Vacations

RELATING TO OTHERS

- Communication
 - Correct Speech Usage
 - Giving Directions
 - Listening
 - Public Speaking
 - Taking Directions
 - Use of Telephones
 - Writing letters, reports, etc.
- Entertaining
- Friendship
- Getting Along with Others, Interpersonal Relationships
 - Accepting Help
 - Dealing with Conflict
 - Dealing with Criticism
 - Dealing with Discrimination
 - Dealing with Unwanted Advances
 - Fighting Fairly
 - Getting Acquainted
 - Helping Others
 - Meeting People
 - Working with Others
- Handling Intimacy (See also Family: Handling Close Personal Relationships)
- Listening to Others
- Love
- Manners and Etiquette
- Neighbors
- Respecting the Ideas and Beliefs of Others

- Sexual Relations (See also Family: Sexual Relations)
- Sportsmanship
- Understanding Others
 - Attitudes
 - Culture
 - Ethnic Background
 - Religion

RELOCATION SKILLS

- Church
- Community Services (See Community: Organizations, Resources, Services)
- Employment (See also Jobs: Finding a Job)
- Establishing Credit
- Food Shopping
- Housing
- Moving, Expenses, Methods
- Neighbors (See Relating to Others: Neighbors)
- Schools

SELF

- Changing Yourself
- Church Affiliation
- Decision Making
- Describing Feelings
- Etiquette (See Relating to Others: Manners & Etiquette)
- ESP
- Ethnic Studies
- Goal Setting, Planning, and Achievement
- Living Alone
- Meaning of Life
- Personal Adjustment
- Personal Care and Grooming (See also Health: Personal Hygiene)
- Personal Ethics, Values, Morals, Standards
- Personal Problem Solving
- Self Esteem
- Self Evaluation
- Self Understanding
- Sensitivity to Yourself and Others: How You Come Across
- Suicide
- Superstition
- Understanding What Makes Me the Way I Am: Heredity and Environment
- Women's Liberation Movement (See also Jobs: Working Women)

TAXES

- Income Tax
 - City
 - Federal
 - State
- Local Taxes
- Sales Tax
- Social Security (See Insurance: Social Security)
- Unemployment (See Jobs: Unemployment)
- Workmen's Compensation (See Jobs: Workmen's Compensation)

TRANSPORTATION

- Car Pools
- Defensive Driving
- Driver's Licenses (See also Community: Organizations, Resources & Services: Licensing Bureaus)
- Elevators
- Highway Safety
- Maps
- Overnight Accommodations
- Routing
- Stations
- Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information
 - Air
 - Bicycles
 - Boats
 - Buses
 - Cars
 - Hitchhiking
 - Motorcycles
 - Taxis
 - Trains



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Appendix G

NOV 20 1972

November 10, 1972

Reference: Proposal No. V324067

Mr. George W. Eyster
Appalachian Adult Education Center
UPO 1353 Morehead State University
Morehead, Kentucky 40351

Dear Mr. Eyster:

This is to confirm our telephone conversation regarding your prospectus for a Teacher Training or Special Experimental Demonstration Project under Section 309 of the Adult Education Act of 1966, as amended.

Based upon the recommendation of the Review Committee we are inviting you to submit a full proposal to this office for consideration for support from Fiscal Year 1973 funds. An invitation to submit a proposal should not be considered a commitment for funding.

In developing your proposal it is suggested that the outline provided in the enclosed Policies and Procedures Manual be followed. Also enclosed are application forms which are to be submitted with your proposal.

Although the Manual specifies a requirement for fifteen copies of the full proposal, we find that only eight copies, including the original signed copy, will be sufficient. These must be postmarked no later than November 30, 1972.

Please include the above-referenced Proposal Number in all future correspondence regarding your proposal.

Sincerely yours,

John L. Baird, Chief
Program Services Branch
Division of Adult Education

Proposal Title: "Community Education: Comparative GED
Strategies (ETV, Home Study, Learning
Enclosures Centers and Job Sites), Career and Parent
Education"

cc: Regional Program Officer
State Director of Adult Education

STANDARD TRAVEL REGULATIONS*

Mileage: .09 per mile

Lodging: In-state: \$14 per night, plus \$.70 tax

Out-of-state: \$20 per night, plus \$1 tax

Meals: In-state: \$2.50 + 15% (.375) per meal

Out-of-state: \$3.33 + 15% (.50) per meal

RECEIPTS MUST ACCOMPANY TRAVEL VOUCHER FOR ANY EXPENDITURE
IN EXCESS OF \$2.00

Reasonable expense for baggage handling, taxi service, and official
telephone messages will be allowed.

*FIN-TR 1-1

APPLICATION

Relates to KRS Chapters 42, 43, 45

Revising

Pursuant to the Authority of KRS 45.180

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

THE READING DEPARTMENT
309 Aderhold Building

April 5, 1973

Mr. George Eyster
Executive Director
Appalachian Adult Education Center
Morehead University
Morehead, Kentucky 40351

Dear Mr. Eyster:

I cannot tell you how much I enjoyed my recent visit to the Morehead Right to Read sites. Rarely have I had an opportunity to view firsthand a project that is making such an obvious contribution to disadvantaged adults. Your use of paraprofessionals in a homebound instructional program is unique to the Southeast and should be "spotlighted" by this office and the national Right to Read office. I plan to encourage others to visit the Morehead project so that they might view firsthand its impact.

Many thanks for the fine hospitality shown me on my recent visit. Please give my regards to your charming wife. I wish her the best of luck in the remainder of her graduate program and hope that she will be able to find a professional niche that will enable her to take advantage of that very obvious "intellectual energy."

Give my regards to the rest of your staff and good luck on your other project submissions.

Sincerely,



Ernest K. Dishner
Member, Right to Read
Technical Assistance Team

EKD:ch
cc: Mrs. Dew
Dr. Aaron

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

TO: READING DEPARTMENT

30 Adairhold Building

March 30, 1973

Mr. Matt Way, Director
Right to Read Project
Scioto Valley Schools
Piketon High School
Piketon, Ohio

Dear Mr. Way:

Thanks so much for the fine hospitality shown me on my recent visit to Piketon. My compliments to you and your staff on what I consider a most successful adult education project. Your use of GED graduates as paraprofessionals in a home instruction program is quite unique in the Southeast. I plan to "spread the word" within our region and to communicate to the Right to Read office in Washington my positive feelings toward your work in Ohio.

Again, thanks for a most interesting visit. Best of luck to you and your staff in future endeavors.

Sincerely,



Ernest K. Dishner
Right to Read
Technical Assistant

EKD:ch